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THE ORDER OF QUESTIONS

Questions in the sentence-improvement and sentence-error sections are arranged more or less in order of difficulty, but that's not always the case. Don't assume, therefore, that question 7 will be harder than question 6, or 14 harder than 13. Because your mind works differently from everybody else's, you may often find later questions easier than earlier ones. If you come to a question that baffles you, don't agonize over it. Just go the next one, and go back later if time permits. Paragraph-improvement questions are arranged differently: They follow the progress of the passage. It may make sense to answer them in the order they are given, although you may find it useful to get specific questions out of the way before tackling questions that deal with whole paragraphs or the complete essay. Try different techniques while taking practice exams to find the one that works best for you.

IMPROVING SENTENCES QUESTIONS

In this section of the test you are asked to recognize errors in standard English as well as problems in style and expression. In each question, part of a sentence—or sometimes the whole sentence—is underlined. You are given five versions of the underlined words. Your task is to choose the best one. Because choice A always repeats the underlined segment of the original, select A only if you think no change is needed. In any case, never choose an alternative that substantially changes the meaning of the original sentence, even if its grammar and style are perfect.

Sample Questions

1. The custom of awarding huge scholarships to college athletes have gotten out of hand.
- (A) of awarding huge scholarships to college athletes have gotten out of hand
 - (B) of huge scholarships awarded to college athletes has gotten out of hand
 - (C) of awarding gigantically huge scholarships to student athletes attending college have gotten out of hand
 - (D) is out of hand by which awards for college athletes are granted huge scholarships
 - (E) of rewarding college athletes with huge scholarships are out of hand

Explanation: A basic rule of English grammar is that the subject of a sentence must agree in number with its verb. That is, a singular subject must have a singular verb, and a plural subject must be accompanied by a plural verb.

Choice B is the best answer because both the verb, *has*, and the subject, *custom*, are singular.

Choice A uses *have*, a plural verb that fails to agree with *custom*, a singular subject.

Choice C is an excessively wordy variation of choice A.

In choice D, both the subject, *custom*, and the verb, *is*, are singular, but the sentence contains an extremely awkward phrase, “out of hand by which.”

Choice E uses *are*, a plural verb that fails to agree with the subject, *custom*.

2. Both of my cousins who live in San Francisco speak both Chinese and Arabic.

statement: "Students should earn grades which reflect their achievement." Yet, you avoid being dogmatic about it by thoughtfully considering the use of different grading criteria at different stages of education. Especially in the first paragraph, you back up your opinions with interesting and specific supporting material. Your reference to doctors and dentists is particularly apt. Throughout the essay you maintain a consistent point of view and organize your ideas logically. Sentences are varied and generally well-structured. Some imprecise language and awkward wording (e.g., "younger years of schooling," "the determination of placement") plus an enigmatic concluding sentence take away from the overall quality of the piece.

Each reader gave the essay a score of 5, for a total score of 10.

Philippe's Essay

I feel that the issue here and where I stand depends on a lot. For example, I think it depends on what kind of student you are what kind of classes you are in and if you're an all around prepared student. Your grade really depends on what kind of person you are. If your lazy and take everything as a joke. Never hand in work. Late a lot. Fail tests, then that's the grade you deserve.

If you re all around prepared student and you really try hard you should give someone high grades. I have had this experience in high school I have tried hard but have not achieved a lot though my effort. In Math Class I had in 9th Grade but I didn't do so good so Summer School here I come. I did better on it. I think that during summer school I set a goal for myself and the teacher helped me. That's why I did good I think if people set a goal for themselves they would try even in any subject.

*Remember: Since this is an eBook please record all of your impressions about the essay separately.

Your impressions: _____

Score: _____

Comment to Philippe: The error-filled usage and confusing presentation of ideas suggest that you have severe problems with basic English expression. Your writing suggests that English may be your second language. Including a personal anecdote about your math class supports your point of view and indicates that you have learned a worthwhile writing technique that should serve you well on future essays. Numerous problems in the essay point to a need for remedial work in writing before you attend college.

Each reader gave the essay a score of 1, for a total score of 2.

Johnny's Essay

Ever since there were schools there has been controversy over grades, because grades in school in some ways determine the course of your life. Which is more important, achievement or effort? In which situations is one more important than the other?

I believe that a student who works very hard in a very difficult course, but doesn't quite make it into the 90 range, should be rewarded for their effort. On the other hand, a student who is naturally gifted in the area of the hard course and achieves say a 95 test average with little or no work, should remain with their test grades for their final average.

As must be evident to any one, a child in elementary school should be graded differently than a student at Harvard Law. Effort should be regarded as the basis for grading of a very young student, because grades K–6 are crucial years when children must be shown the importance of effort. Students at Harvard Law are different. They should be graded with emphasis on achievement rather than effort, because trying hard doesn't matter if when they go out into the real law world, their effort is not irrelevant. If they don't win the case, no one cares about how hard they worked.

It is ridiculous to expect that we can use the same basis for everyone in the educational world. Everyone is an individual and should be treated like one.

*Remember: Since this is an eBook, please record all of your impressions about the essay separately.

Your impressions: _____

Score: _____

Comment to Johnny: You open your essay with an unnecessarily broad and pointless generalization about grades. Then you ask a couple of questions that suggest you are still searching for an idea to write about. The second paragraph, which might have served as a respectable opening paragraph, is more direct. It contains a strong topic sentence, but its development could be clearer and more economical. The remainder of the essay consists of vivid examples to support your main idea. Sentences are varied and occasionally highly effective. In the third paragraph the terse statement “Students at Harvard Law are different” contrasts nicely with the longer, more diffuse sentences that precede and follow it. The concluding idea, however, is not totally justified by the content of your essay. Overall, though, the essay attests to a measure of your promise as a writer.

Each reader gave the essay a score of 4, for a total score of 8.

Gavin's Essay

The majority of students work their butts off in school. I believe they deserve high grades for their effort. If a student does'nt work hard and does'nt make an effort I believe that student deserves a low grade. If they like a certain subject they tend to make an effort and do well in the class. This type of student deserves a high grade. If the subject is disliked, the student still should strive and make an effort. They could have an attitude problem. If this student does badly, even if they try their best, I believe they deserve a high grade anyway.

If a student is behind in their educational careers, it does not make any difference. If this type of student tries hard they should receive a high grade. People who don't work hard normally get low grades anyway. Grades are not very important for this type of student. All they want is to graduate.

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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*.)
EASY

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16. E No error.
EASY

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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*.
HARD

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19. **B** Faulty pronoun reference. The singular pronoun *this* fails to refer to any specific noun or other pronoun.
HARD

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24. E No error.
EASY

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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.
- HARD

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14. **B** Choice A illogically compares residents of Chicago to the city of Minneapolis.
Choice B is the best answer.
Choice C correctly makes the intended comparison but includes a clumsy construction, *have equally the right*.
Choice D illogically compares residents of Chicago to the city of Minneapolis.
Choice E is a sentence fragment.
(See *Faulty comparisons*, and *Sentence fragments*.)
HARD

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do.

SAT essay prompts usually begin with a quotation or a short passage meant to draw you into an issue. Their intention is to provoke thought and suggest an idea or two to discuss in your essay. When writing your essay, you may wish to refer to the quotation or passage, but you don't have to. Weave it into your essay if you wish, but only if it's appropriate and advantageous to do so.

The prompt may not turn you on right away, but once you begin to think about it, you may begin bursting with good ideas. Consider your essay as a kind of contract or agreement between you and readers who'll be spending time with your words. They'll want something that will engage their minds and hearts. As the writer, you are being challenged to write something so riveting that readers will resist the temptation of moving their eyes off of the page or letting their minds wander. In a way, writing an essay is a lot like giving a gift to a friend. You think about what they'd like. You try to please them by choosing it carefully and presenting it as stylishly as you can. If all goes well, you get a reward for your efforts.

Practice in Analyzing Topics

Directions: Read the following pair of typical SAT essay topics. Underline the key words that define the task to be performed. Then, in the blank spaces, write the steps that you would take to respond to the topic.

Topic A

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

Failure should be our teacher, not our undertaker. Failure is delay, not defeat. It is a temporary detour, not a dead end. Failure is something we can avoid only by saying nothing, doing nothing, and being nothing.

Denis Waitley, *Seeds of Greatness*

Assignment: Is failure a temporary setback resulting from inaction or indifference? Plan and write an essay in which you explain and develop your view on this issue. Support your position with reasoning and evidence drawn from your reading, studies, experience, or observation.

Required task:

end, I decided that my essay couldn't contain an either-or answer to the question. Instead, my main idea would take a middle-of-the-road position, like: *A group's purpose and goals determine whether dissent is a help or a hindrance.*

Because I couldn't discuss all six groups in my essay I picked just two—the basketball team and the president's advisers—to support my main idea. As I began to write, I reminded myself that somewhere in my essay I ought to talk briefly about groups with other types of goals, such as the faculty and the school board where they had to let circumstances determine when dissent is helpful and when it's not. I thought that by including that idea I'd be showing the SAT readers that I could think deeply about an issue and maybe even get extra credit.

I came to the end of the essay with about three minutes to spare and used the time to proofread my essay and change a few words to make it sound more mature.

...I'm hoping for at least a 4 or 5 on my essay, but a 6 would be awesome.

While planning what to say in your essay, take Megan's story to heart. Let it help you resist the temptation to incorporate too much material into your SAT essay. Don't let yourself be deluged with ideas. Remember that you can write only so much in twenty-five minutes.

P.S. One reader gave Megan's SAT essay a 5, the other a 6, for a total score of 11.

Some writers find that a more efficient way to narrow a topic is to begin writing. If the essay strikes them as dull or disappointing after a few sentences, they may realize that their approach is too vague, too broad, too boring (and if the writer is bored, imagine what the essay will do to prospective readers). Because they've written themselves into a cold sweat, they must grit their teeth and start again. Time restraints on the SAT won't give you more than one chance to start over. That minute you devote to narrowing the topic, therefore, may prove to be the most important sixty seconds of the exam.

Choosing a Main Idea

Once you've narrowed the topic, it's time to decide what to say about the topic. That is, you need to devise an idea that will become the purpose, or point, of the essay. An essay shouldn't simply be "about," say, hard work, heroism, beauty, or any other topic. What counts in an essay is the statement you make about hard work, heroism, or beauty—in short, its main idea. Essays may be written with beautiful words, contain profound thoughts, and make readers laugh or weep. But without a main idea, an essay remains just words in search of a meaning. You don't want readers coming to the end of your essay scratching their heads and asking, "Huh? What's the point?"

Every bit of your essay from start to finish should contribute to its main idea. (Some people prefer to use the word *thesis* instead of main idea.) Any material that wanders from the main idea should be discarded. It not only wastes words but detracts from the impact of your essay. Naturally, the main idea of your essay will depend on your response to the particular issue presented by the prompt. It will be a statement of your opinion.

Let's say the issue relates to the fundamental rights of high school students. So, you think about the issue and narrow the topic by focusing on high school dress codes. Your main idea might be any of the following:

1. Yes, a high school may implement a dress code without violating a student's basic rights.

to write the essay of your life.

Practice in Choosing a Main Idea

Directions: Respond to each of the following prompts by writing three or more sentences that could serve as main ideas for an essay.

1. “Whether you think you can, or that you can’t, you are usually right.”

Henry Ford, 1863–1947

Assignment: Does attitude determine success and failure in an endeavor? Plan and write an essay that develops and supports your views on this issue.

- A. _____
B. _____
C. _____

2. There’s an old proverb, “Spare the rod and spoil the child.”

Assignment: Which is a more effective way to teach children to behave—to promise rewards or to instill a fear of punishment?

- A. _____
B. _____
C. _____

3. Advertisements for the New York State Lottery say “All you need is a dollar and a dream,” a slogan that encourages the fantasy that a big win will solve all of life’s problems. Yet, many lottery winners have suffered unexpected negative consequences. Their dreams have often turned into nightmares, and their lives are worse than they were before.

Assignment: Should state and local governments sponsor lotteries that can leave both winners and losers worse off than before? Plan and write an essay that develops and supports your views on this issue.

- A. _____
B. _____
C. _____

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

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.



TIP

Rank your ideas in order of importance.

COMPOSING: PUTTING WORDS ON PAPER

Writing a Gripping Introduction

Introductions let readers know what they're in for. But avoid making a formal announcement of your plan, as in:

This discussion will show the significance of television as an influence on the learning of children from ages 3 to 12. Distinctions will be made between early childhood (ages 3–7) and middle childhood (8–12).

Such an intro may be useful in a section or chapter of a textbook but in a short essay it's out of place. Rather, just state your point. The reader will recognize the topic soon enough, even without a separate statement of your intention.

Jill B began her essay on the rights of high school students this way:

On Monday morning, October 20, I arrived in school to find every locker door in my corridor standing ajar. Over the weekend, school officials had searched through students' lockers for drugs and alcohol. I believe that this illegal action was a violation of both my civil rights and the civil rights of every other student in the school.

This opening sets the essay's boundaries. Because she can't cover all there is to say about students' rights in one or two pages, Jill focuses on one issue raised by her personal experience on a particular Monday morning.

Good SAT essays often begin with something simple and relatively brief that will grab and hold the readers' interest. Jill's opening is effective because it tells an informative anecdote that leads directly to her essay's main idea—the locker searches violate students' civil rights.

Here is the opening of Tom M's essay on the topic of drug and alcohol abuse:

Drugs and alcohol are a problem for many young people in today's society. Many teenagers smoke weed or do other drugs. Many more participate in underage drinking. Society is working on the problem but has not found an effective solution.

If that introduction made you yawn, you're not alone. Why? Because nothing in that four-sentence paragraph says anything that you don't already know. In a word, it's dull. Not only that, the topic being introduced is far too broad for a short essay.

Compare it to this one:

When sixth-graders get drunk and thirteen-year-olds smoke weed every Friday night, society's got a problem. And it's a problem that won't go away until someone figures out how to get kids to just say NO!

This introduction uses a compelling image of young children out of control. It provokes curiosity, leaving readers hungry to know more about the problem of abuse and how it can be solved.

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 brand-new digital camera on spring break, but when I came home the box was still

blinker tells other drivers that you're about to turn.

Yet, not every new paragraph signals a drastic change. The writer may simply want to nudge the discussion ahead to the next step. Some paragraphs spring directly from those that preceded them. The paragraph you are now reading, for instance, is linked to the one before by the connecting word *Yet*. The connection was meant to alert you to a change in thought, but it was also intended to remind you that the two paragraphs are related. Abrupt starts may be useful from time to time to keep readers on their toes. But good writers avoid a string of sudden turns that can transform surprise into confusion.

In an essay, paragraphs usually play a primary role and one or more secondary roles. An *introductory paragraph*, for instance, launches the essay and makes the intent of the essay clear to the reader. The *concluding paragraph* leaves the reader with a thought to remember and provides a sense of closure. The majority of paragraphs, however, are *developmental*. They carry forward the main point of the essay by performing any number of functions, among them:

- Adding new ideas to the preceding discussion
- Continuing or explaining in more detail an idea presented earlier
- Reiterating a previously stated idea
- Citing an example of a previously stated idea
- Evaluating an opinion stated earlier
- Refuting previously stated ideas
- Providing a new or contrasting point of view
- Describing the relationship between ideas presented earlier
- Providing background material
- Raising a hypothetical or rhetorical question about the topic

Whatever its functions, a paragraph should contribute to the essay's overall growth. A paragraph that fails to amplify the main idea of the essay should be revised or deleted. Similarly, any idea within a paragraph that doesn't contribute to the development of the paragraph's topic needs to be changed or eliminated.

TOPIC AND SUPPORTING SENTENCES

Whether readers skim your paragraphs or slog doggedly through every word, they need to find sentences now and then that, like landmarks, help them to know where they are. Such guiding sentences differ from others because they define the paragraph's main topic; hence the name *topic sentence*.

Most, but not all, paragraphs contain topic sentences. The topic of some paragraphs is so obvious that to state it would be redundant. Then, too, groups of paragraphs can be so closely knit that one topic sentence states the most important idea for all of them.

TIP



Use topic sentences to guide readers through your essay.

English sentences are structured in three ways: **simple**, **compound**, and **complex**

Simple: Terry fell asleep in math class.

The sentence is **simple** because it contains one grammatical subject (*Terry*) and one verb (*fell*). It also states a single main idea.

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) *fall* (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. If several sentences begin with grammatical subjects, 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.

made up of short, choppy sentences:

Pompeii was an ancient city. It belonged to the Roman Empire. It was near the base of Mount Vesuvius. In 79 A.D., the volcano on Vesuvius erupted. Tons of hot, wet ash fell on Pompeii. In less than a day, the city was buried. It just vanished. More than seventeen centuries later, an Italian peasant found Pompeii. His discovery was accidental. He was digging in a field. His shovel struck the top of a wall. That was two hundred years ago. Pompeii is still being excavated two hundred years later. About two-thirds of the city has been unearthed. It must have been a beautiful city.

With repetition eliminated and some ideas subordinated to others, here is what you get:

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.

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, even 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.

1. 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.

Ending Your Essay

TIP



Avoid summary endings.

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. Even an ordinary thought, uniquely expressed, will leave an agreeable afterglow.

Here are some common techniques for writing conclusions:

1. Have a little fun; try to put a smile on your reader's face.

Topic: *King of the World*, a biography of Muhammad Ali

Purpose of the essay: To criticize David Remnick's biography of Ali. The writer ends with an apt metaphor that reiterates the essay's main idea.

Conclusion: With this book, Remnick has dealt Ali's admirers a cruel blow below the belt.

Topic: Growing old

Purpose of the essay: To show that old people can still act young. The essay concludes with an anecdote about an elderly gray-haired man of about seventy on a crowded city bus.

Conclusion: He carried bundles of packages and almost fell down as the bus lurched to a stop. At

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.

We are looking for a place that is private, spacious, friendly, and attractive.

Or use a series of nouns each preceded by an adjective:

We are looking for a place with total privacy, ample space, a friendly staff, and attractive surroundings.

When you arrange the pieces of a sentence in parallel form, the writing becomes clearer and stronger. It also puts you in the company of some of the world's greatest stylists. Abraham Lincoln, for example, used parallelism at Gettysburg: "We cannot dedicate, we cannot consecrate, we cannot hallow this ground." And later, "that government of the people, by the people, and for the people shall not perish from the earth."

John F. Kennedy used parallelism in his inaugural speech: "Let every nation know, whether it wishes us good or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

Like Lincoln and Kennedy, good writers everywhere know and apply the following principles of parallel construction.

1. Parallel ideas in a series should be expressed in the same grammatical form. Each idea should be equally important to the meaning and structure of the sentence. Use conjunctions such as *and*, *but*, *for*, *or*, *yet*, *so*, and *nor* to join parallel ideas.

Faulty: Hazel's parents objected that she played loud music and to the late hours she kept.

Parallel: Hazel's parents objected to the loud music she played and to the late hours she kept.

The parallel ideas consist of prepositional phrases followed by a pronoun (*she*) and verbs in the past tense (*played*, *kept*).

2. When used to compare or contrast, parallel ideas should be grammatical equivalents. In a comparison, for example, an idea expressed in a phrase must be paired with another idea also expressed in a phrase. An idea stated in a clause must be paired with another idea stated in a clause, and so forth.

Faulty: They are worried more about public opinion than for what the effect of the proposal may be.

The prepositional phrase *about public opinion* may not be paired with the clause *what the effect of the proposal may be*.

Parallel: They are worried more about public opinion than about the effect of the proposal.

3. Parallel ideas can also be expressed with pairs of words such as *either/or*, *neither/ nor*, *whether/or*, *both/and*, and *not only/but also*. But keep both words close to the parallel ideas.

Poor: I *either* plan to invite my aunt *or* my uncle to go shopping with me.

The signal word *either* is too far removed from the parallel phrases, *my aunt or my uncle*. Its placement misleads the reader into thinking that the verb *plan* is one of the parallel ideas.

Proper: I plan to invite *either* my aunt *or* my uncle to go shopping with me.

4. When articles, prepositions, and conjunctions appear before the first in a series of parallel items, they may have to be repeated before the others in the series.

Unclear: Our mechanic did a better job on my car than his.

Did two mechanics work on the same car or did one mechanic work on two different cars? To

The reason that you should practice writing essays _____...

What verb other than *is* can be used to fill the blank? Very few. There are few verb options, too, when the subject of the sentence is *thought*, *concept*, *idea*, *issue*, *way*, *cause*, and several other abstract nouns. The same applies to sentences that begin with “There,” as in: “*There* is no way for you to do poorly on the SAT essay,” and often for sentences that begin with “It,” as in “*It* is a foregone conclusion that you’ll do well.”

In contrast, nouns that stand for specific places, people, events, and objects invite the use of active verbs. When a sentence contains a subject that can do something—a person, for example—you can never run out of verb choices.

As a bonus, concrete, easy-to-define nouns, when substituted for abstractions, tend to tighten and energize sentences:

Abstract subject:	The <i>cause</i> of Sharon’s worry was her lack of tuition money.
Definite subject:	<i>Sharon</i> worried about her lack of tuition money.
Abstract subject:	The <i>issue</i> behind the strike was the workers’ demand for higher wages.
Definite subject:	The <i>workers</i> struck for higher wages.

Being verbs are not the only verbs that sap the life out of sentences. They share that distinction with several other verbs, including forms of *to have*, *to come*, *to go*, *to make*, *to move*, and *to get*—verbs with so many different uses that they creep into sentences virtually unnoticed. Webster’s *International Dictionary* lists sixteen different meanings for the verb *get* and a dozen more for *make* and *move*. It’s true that we can hardly do without these verbs, but use them only if you can swear that no other words will do. Otherwise, trade them in for more vivid verbs, as in:

Dull:	The line to the box office <i>moved</i> very slowly.
Livelier:	The line <i>crept</i> (or <i>weaved</i> , <i>slithered</i> , <i>poked</i>) to the box office.

Note that by using a more animated verb, you eliminate the need for “very slowly,” which has suddenly become redundant.

Dull:	The police officer <i>gave</i> drivers permission to turn left on red.
Livelier:	The police officer <i>permitted</i> drivers to turn left on red.

Note that this revision has created not just a more active sentence but one that contains fewer words—always a stylistic plus.

Practice in Using Active Verbs

Directions: Replace the weak, lifeless verbs in these sentences with stronger, active ones.

1. Shock was the feeling of most American people from the attack of 9/11.

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.

5. Every American should have a good knowledge of our country, and the best way to gain a good knowledge and familiarity with the United States is to visit and see places of historic interest and significance to our country.

Showing: _____

Showing: _____

8. Telling: The air pollution was sickening.

Showing: _____

Showing: _____

9. Telling: The speech stirred the crowd.

Showing: _____

Showing: _____

10. Telling: Mary Jane's mother is obsessed by cleanliness.

Showing: _____

Showing: _____

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Checking for Standard Usage and Mechanics

Practice these guidelines to minimize writing errors:

- Write correct sentences
- Use correct verbs
- Use adjectives and adverbs correctly
- Choose correct pronouns
- Correct punctuation and capitalization

WRITE CORRECT SENTENCES

Gathering and Arranging Ideas

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

A. Advantages:

1. Many more students would become physically fit.
2. Regular exercise reduces stress and promotes feelings of well-being.
3. Students learn lifelong physical/recreational skills.

Disadvantages:

1. Opportunity to take important elective courses is reduced.
2. Students lose time that can be used to study for tests and quizzes.
3. Tiring physical activity weakens ability to concentrate/focus on academics.

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Writing an Appealing Opening

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.

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5. Topic: Responsibility

Why doesn't my mother trust me? Why do I get only \$10 a week allowance? Why must I contact 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?

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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.

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5. Sentence 1 is the topic sentence. Sentence 4 is unrelated to the topic sentence. Delete it.

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Using Transitions

These paragraphs only illustrate the use of transitions. Your answers will no doubt be different.

1. To get on the good side of a teacher takes practice, but the technique explained below almost never fails. First you must try to create the impression that you think, say, Ms. Douglas, is the best teacher in the world. You must immediately choose a seat that is near to her in the classroom. Then you must pretend to listen intently to her every word and nod your head as though you agree with everything she says. Next, smile at her, laugh at her jokes, and never leave the room right after class. Soon after the bell, ask her a question about the lesson and thank her profusely for taking the time to answer it. After a while, she'll think that you are an intelligent, highly motivated student and with luck will reward you handsomely on your report card.

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2. When accused of lying to the jury, the witness turned beet red, burst into tears, and, with eyes turned to heaven, asked, “What in the world is happening to me?”

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4. Molly's reward for six hours at her desk studying physics was a big fat F on the quiz.

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7. At the wake, Greg was startled by the joviality of the mourners, who rejoiced over Mr. O'Malley's life instead of lamenting his death.

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9. Teddy and Joey, the family's twins, never went out at the same time because they shared the same pair of shoes.

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3. as gorgeous as gold

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Varying Sentences

These are illustrative answers only. Many other variations are possible.

1. Mr. Finn is a good teacher but he runs the class like a dictatorship. Democracy and freedom have no place in his class. On the first day he announced his rules, among them no talking, no gum chewing, no hats in class, no lateness. If you arrive late, you should expect to find the door locked and to go to detention after school. All homework is compulsory. No one dares to come to class unprepared because a girl who once came to class without her homework turned colors and almost wept after Mr. Finn lowered the boom on her.

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Writing Conclusions

Because every writer is different from every other, these answers are no more than possibilities for concluding three different essays.

1. In a generation or less, today's profanity may be no different from the everyday language in newspapers, on television, and even in essays like this one.

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4. While I drove down the mountain road, a rock smashed my windshield.

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6. Before the school bus picked me up, I ate a quick breakfast.

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8. His family emigrated from Russia when Sasha was ten.

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11. The kids had scattered their books not only all over the bus but also all over the sidewalk.

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14. how to furnish and decorate the house simply

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Using Active Verbs

Although your answers will differ from these, be sure that your sentences, like those here, are free of lifeless verbs.

1. The attack of 9/11 shocked most Americans.

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4. Efforts to strengthen homeland security began.

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5. Some citizens agreed to give up their rights for the sake of security.

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Showing Instead of Telling

Answers will vary. Check your sentences for specific details that show rather than tell.

1. Whenever Mike enters a room, he ducks his head to avoid hitting the top of the doorway.

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10. Mary Jane's mother insists that visitors entering her house take off their shoes and be checked for fleas.

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Using Punctuation

PART A. POSSESSIVES

1. Paul's

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6. Dad went to the airport to pick up Dave; Ellie went to the train station to meet Debbie.

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9. To anyone interested in flying, planes hold endless fascination.

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14. Doug, for example, is both a scholar and an athlete.

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17. After all, she did for him what she could.

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18. Starting in Minnesota, the Mississippi runs all the way to the Gulf of Mexico.

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10. Yellowstone National Park is located in the northwest corner of Wyoming.

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Many people fall prey to lying mainly because it is so easy to do. It involves no physical labor, no strenuous activity, no expenses, and no special skills. All you have to do is open your mouth and let the words fall out.

Lying is a major part of getting a job you are not totally qualified for. You write up a nice little resumé with all the details of your life, most of which don't pertain to the job at all, such as, for instance, your marital status or that you won the Noble Serf Award in eleventh grade, an award that you invent right on the spot. Just in case you are asked during the interview what the award was for, you prepare a lie ahead of time, maybe something like it's an award for integrity, for being an extremely honest and trustworthy person. Also, you might not have quite enough experience for the job you are trying to get. So you fabricate a little more to show that you are used to hard work and responsibility. After all, what's the harm in shading the truth a little?

While it's true that your lies will have no immediate effect, what will happen if your employer checks on you, when he or she finds out that there is no such thing as the Noble Serf Award, and that you were not the assistant manager of the supermarket at all but just a lackey who retrieved shopping carts from the parking lot? This is when you must face the consequences of your "harmless" little lies. If you are caught lying, after your face goes back to its normal color, you will most likely be looking for another job.

Does that mean it's okay to lie as long as you don't get caught? Nothing could be farther from the truth because the effects of lying can be more serious. If you claim credit for something that is not yours and you hurt somebody, then you have crossed over the line. You have become not only a liar but a thief, and you have lost your integrity. Or even worse if someone causes pain to others because he or she believes in a lie you've told, the consequences can be very severe. Recently there was a male nurse who lied his way into jobs in several hospitals, and wherever he went the death rate of patients rose dramatically. For a long time no one noticed the correlation between him and the death rate, but by the time it was discovered, he had left a trail of dozens of innocent victims.

While this may be an extreme case, it still illustrates that lying, even though it may be as easy as breathing, can lead to very harmful results.

Your observations: _____

The first reader commented: “This essay combines a serious message with a bit of sophisticated humor. The light touch is a tribute to the writer’s level of maturity. The examples she uses to support the thesis are well-written and sufficiently detailed. The overall presentation is lively, interesting, and

gold or precious and semiprecious stones.

Scuba diving is probably one of the most incredible things I have ever done in my life time. The whole experience is phenomenal. Image yourself in a giant room filled with water and you are just hanging out in the center of the room. You are suspended in water and you can breathe. This sport isn't cheap, its not like kicking a ball around a field.

Materialistically the best things in life are not free. Its true that money doesn't buy happiness but some of the things that I think are great are expensive.

Your observations: _____

The first reader commented: "If one overlooks this essay's abundant sentence errors and errors in mechanics, the piece has considerable clout, created in large measure by the spirited voice of the writer. Inadvertently or not, Emily comes across as a strong, decisive character who knows what she likes and has no trouble articulating her beliefs."

"The essay reveals that Emily is a relatively undisciplined writer. Yet, she has produced a standard five-paragraph essay with a clear introduction, three paragraphs of development, and a reasonable conclusion. To give the essay greater coherence, however, some transitional material might have linked the paragraphs more firmly."

"In spite of its flaws, the essay demonstrates adequate mastery."

Score: 4

The second reader commented: "Demonstrating evidence of skill in critical thinking, the writer has chosen three 'hobbies' to argue against the views expressed in the song lyrics. She is aware of the freebies mentioned in the song, but she has little interest in sunbeams and love. As she observes in her final paragraph, 'Materialistically the best things in life are not free.'"

"The essay is generally well-organized, although the sequence of vacationing, shopping, and scuba-diving are not precisely parallel. Taking vacations is a more general activity than the other two, and although vacations are expensive, they merely provide Emily with opportunities to shop and scuba-dive. Also, the paragraph about scuba-diving deals mostly with the nature of the underwater experience rather than with the expense, which is the focus of the other paragraphs and of the essay as a whole."

Score: 4

The guy had his kids stop tormenting the turtle right away. Was this lie justified?"

From a letter by David Weinrich, published
in "The Ethicist" by Randy Cohen, *New York
Times Magazine*, January 16, 2005

Assignment: Is lying acceptable or even obligatory at times?

5. An old English proverb says, "What you don't know can't hurt you."

Assignment: Can ignorance ever be better than knowledge?

6. "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 believe that the choices we make, rather than our abilities and talents, show who we truly are?

7. "Suppose we were able to share meanings freely without a compulsive urge to impose our view or conform to those of others and without distortion and self-deception. Would this not constitute a real revolution in culture?"

David Bohm

Assignment: If we were to become completely open and honest with ourselves and with others, would society be better off?

8. "Every problem has a gift for you in its hands."

Richard Bach

Assignment: Is there always a gain from experiencing hardship?

9. "They may forget what you said, but they'll never forget how you made them feel."

Carl W. Beuchner

Assignment: Are human emotions more powerful, enduring, and meaningful than our intellect? Or to put it another way, does the heart matter more than the brain in our lives?

10. "I cannot believe the purpose of life is to be happy. I think that the purpose of life is to be useful, to be responsible, to be compassionate. It is, above all, to matter, to count, to stand for something, to have made a difference that you lived at all."

Leo Rosten

Assignment: Do happiness and contentment depend mainly on serving others and making a difference in their lives?

Before you evaluate your essay, reread how SAT essays are scored. Then complete the following checklist for each of the essays you've written. Because SAT readers will give you credit for what you've done well, try to focus on your essay's strengths. But don't ignore weaknesses. If you happen to find any, turn to the appropriate section of this book for a quick fix on how to remedy the problem.

Introduction

This chapter will prepare you to answer the three types of multiple-choice questions on the SAT Writing Test.

A solid grounding in basic English grammar will help you succeed. But if grammar mystifies you or your grammar skills are rusty, there is something you can do about it. For one thing, you can study!

To begin, read this chapter. Read it slowly, absorbing a little bit at a time. Like any complex system of rules, grammar takes time to learn. Perseverance helps. But don't get bogged down trying to memorize every detail. Instead, save your energy for the exercises and practice tests.

You could also borrow a grammar book from your English teacher or from the library. Or go online (www.webgrammar.com, or www.refdesk.com/factgram.html) and spend many profitable hours browsing and reading. If time is short between now and test day, read and absorb as much of this chapter as you can. Learn the suggested strategies for answering the questions, do the exercises, and take the practice tests in Part VI. At the very least, become familiar with the format of the test questions.

Improving Sentences Questions

More than half of the multiple-choice sections of the SAT Writing Test are Improving Sentences questions that ask you to recognize two types of errors:

1. Errors in standard English usage and grammar
2. Errors in style and expression

All the sentence-improvement questions on the SAT begin with a sentence in which a part, or sometimes the entire sentence, is underlined. Then you are given five different ways of phrasing the underlined part. Your job is to choose the version that makes use of clear and concise standard English and is free of errors in grammar and usage.

The first choice of the five choices always repeats the original. If you think the original version is better than any of the alternatives, mark choice A on your answer sheet. Otherwise, choose the best version from the remaining choices, but steer clear of any sentence that changes the essential meaning of the original.



TIP

The Difference Between *Usage* and *Grammar*

Although the words are often used interchangeably, usage describes actual spoken and written language. "Standard" usage is the level of usage accepted by literate people who, in a general way, occupy positions of leadership and influence in society.

Grammar, on the other hand, is a set of rules that are followed when you speak and write "correctly."

Choice E lacks the comma required before the conjunction so.

Semicolon Errors

Misuse of a semicolon is a common error in sentence-improvement questions. Remember that a semicolon is a substitute for a period, not for a comma. Correctly used, a semicolon must lie between two independent clauses.

Incorrect: On the test Lucy got a 90; which raised her final average.

The clause *which raised her final average* is not an independent clause.

Correct: On the test Lucy got a 90; this grade raised her final average.

Sample Questions Containing a Semicolon Error

Mending a fracture takes from four weeks to a year; depending on the size of the bone, the location, and the age of the person.

- (A) year; depending
- (B) year; all depending
- (C) year depending
- (D) year, it depends
- (E) year, depending

Choices A and B consist of an independent clause and a sentence fragment—in this case a participial phrase—improperly separated by a semicolon.

Choice C needs a comma to be correct.

Choice D is a comma splice (see discussion that follows).

Choice E properly uses a comma to separate the two parts. The first part is an independent clause, the second a participial phrase.

Comma Splices

A form of run-on sentence is the comma splice, a construction in which a comma is used between two independent clauses instead of a period or a semicolon.

Sample Questions Containing a Comma Splice

Toni Morrison is one of America's outstanding authors, she is known for her critical essays, her novels, and her frequent appearances on television.

- (A) authors, she is known
- (B) authors; she is known
- (C) authors famous
- (D) authors since known
- (E) authors being that she is known

Eighteen-year-olds are permitted to drive but not to sign contracts.

Sample Questions Containing Faulty Parallelism

1. Students lacking financial resources can still go to college because they can borrow money from banks, hold part-time jobs, and scholarships are available.
 - (A) hold part-time jobs, and scholarships are available
 - (B) jobs are available, and scholarships are available
 - (C) hold part-time jobs, and win scholarships
 - (D) holding part-time jobs and winning scholarships
 - (E) holding part-time jobs and win scholarships

Choice A contains *scholarships are available*, a construction that is not parallel to *borrow money from banks* and *hold part-time jobs*.

Choice B contains constructions that are not parallel to the structure of *borrow money from banks*.

Choice C contains phrases parallel in form to *borrow money from banks*. It is the best answer.

Choices D and E contains phrases that are not parallel to the structure of *borrow money from banks*.

2. When buying a piece of clothing, smart consumers consider how much the item costs, how good it looks, and its durability.
 - (A) its durability
 - (B) if it is durable
 - (C) the durability of it
 - (D) the ability of the item to last
 - (E) how durable it is

The sentence contains three elements that must be in parallel form. Two of the three begin with *how*, followed by an adverb or adjective and then by a verb. Only choice E follows this pattern; therefore, choice E is the best answer.

Mixed Construction

A variation of faulty parallelism is mixed construction, which occurs when the beginning of a sentence doesn't fit grammatically or logically with the end. Mixed sentence parts suggest that the writer, in finishing a sentence, ignored how it had begun:

Maggie's goal is to be a nurse and is hoping to go to nursing school after graduation.

The grammatical subject *goal* appears to have been forgotten in the second half of the sentence because the verb *is hoping* lacks an appropriate subject.

Maggie aspires to be a nurse, and she is hoping to go to nursing school after graduation.

With a compound sentence containing two subjects and two verbs, the problem is solved. But subordinating one of the clauses is an even better solution to the problem:

Maggie, who aspires to be a nurse, hopes to go to nursing school after graduation.

All verbs also have a progressive form, created by adding *-ing*, so that you can say things like:

They are swimming. (Present Progressive)

Rose was swimming. (Past Progressive)

The dog will be swimming. (Future Progressive)

I have been swimming. (Present Perfect)

Charles had been swimming. (Past Perfect)

They will have been swimming. (Future Perfect)

Each of these tenses permits you to indicate time sequence very precisely. Someone not attuned to the different meaning that each tense conveys may say something like this:

When her little brother was born, Sarah was toilet trained for six months.

Perhaps the writer's intent is clear enough, but because precision is important, the sentence should read:

When her little brother was born, Sarah *had been* toilet trained for six months.

The revised version, using the past perfect verb *had been*, indicates that the action (Sarah's toilet training) had taken place prior to her brother's birth. The original sentence actually says that her brother's birth and Sarah's toilet training took place at the same time—a physical impossibility, since potty training usually takes weeks or even months.

Notice also the difference in meaning between these two sentences:

There was a condo where the park was.

There was a condo where the park *had been*.

The meaning of the first sentence may be clear, but it says that the condo and the park were in the same place at the same time. The revision more accurately conveys the idea that the condo replaced the park.

These are subtle differences, perhaps explaining why the SAT frequently includes questions containing errors in verb tense. Such items help to distinguish between students who use English precisely and those who don't.

Sample Questions Containing a Shift in Verb Tense

1. Jay had been working out in the weight room for months before the wrestling coach invites him to try out for the team.
 - (A) invites him to try out
 - (B) has invited him to try out
 - (C) invited him to try out
 - (D) had invited him to try out
 - (E) inviting him for trying out

Choice A, with a verb in the present tense, is inconsistent with the past perfect tense of the verb *had been working*.

(D) I believe that the solution to most people's problems with unwanted phone calls is

(E) I think that the solution to most people's problems with unwanted phone calls are

Choice A is incorrect because the subject *solution* is singular and the verb *are* is plural.

Choices B and C are wrong because they contain dangling modifiers. In each sentence *thinking it over* lacks an appropriate noun or pronoun to modify.

Choice D contains a singular subject and verb and is grammatically correct. It is the best answer.

Choice E has the same problem as choice A.

2. In some of the big state universities the problem of giving scholarships and other rewards to good athletes have gotten out of hand.

(A) of giving scholarships and other rewards to good athletes have gotten out of hand

(B) of giving scholarships and granting rewards for good athletic ability have gotten out of hand

(C) of scholarships and other rewards for good athletes has gotten out of hand

(D) has become out of hand when scholarships and rewards for good athletes

(E) of rewarding good athletes with scholarships are out of hand

Choice A is wrong because it uses a plural verb, *have*, that fails to agree with the singular subject, *problem*.

Choice B is a variation of A.

Choice C contains a verb that agrees in number with the subject. It is the best answer.

Choice D is an incomplete construction.

Choice E is wrong because it uses a plural verb, *are*, that doesn't agree in number with the singular subject, *problem*.

Practice in Establishing Noun–Verb Agreement

Directions: In some of the following sentences, nouns and verbs do not agree. Locate the error and write the corrected version in the space provided. Some sentences may be correct.

1. Tucker's talent in chess and weight lifting, two of our school's most popular teams, prove his mental and physical strength.

2. The book told stories of thirteen young heroes, each a member of a firefighting team, who dies fighting forest fires.

This award was presented to (we, us) students by the faculty. (Deleting *students* leaves *award was presented to us by the ...*).

6. Use possessive pronouns (*my, our, your, his, her, their*) before a *gerund*, a noun that looks like a verb because of its *-ing* ending.

Her asking the question shows that she is alert. (*Asking* is a gerund.)

Mother was upset about *your* opening the presents too soon. (*Opening* is a gerund.)

TIP



What Is a Gerund?

A gerund is a verb form that ends in *-ing* and is used as a noun.

Fishing is my grandpa's favorite pastime.

He started *fishing* as a boy in North Carolina.

As a result of all that *fishing*, he hates to eat fish.

In all three sentences the gerund is derived from the verb to *fish*. Don't confuse gerunds with the participle form of verbs, as in:

Participle: *Fishing* from the bank of the river, my Grandpa caught a catfish.

Gerund: *Fishing* from the bank of a river is my Grandpa's greatest pleasure.

Not every noun with an *-ing* ending is a gerund. Sometimes it's just a noun, as in *thing, ring, spring*. At other times, *-ing* words are verbs, in particular, they're participles that modify pronouns in the objective case.

I hope you don't mind *my* intruding on your conversation. (Here *intruding* is a gerund.)

I hope you don't mind *me* intruding on your conversation. (Here *intruding* is a participle.)

Sample Question Containing Faulty Pronoun Choice (Case)

The registration fee in New York is higher than the amount paid by Rosemary and I in Vermont.

- (A) than the amount paid by Rosemary and I
- (B) in comparison to the fee paid by Rosemary and I
- (C) than that which Rosemary and me pay
- (D) than the fee Rosemary and me paid
- (E) than the one Rosemary and I paid

Choices A and B are incorrect because each contains a phrase beginning with the preposition *by*, which calls for pronouns in the objective case. Use *me* instead of *I*.

Choices C and D call for pronouns in the nominative case. Use *I* instead of *me*.

The need to be consistent applies also to the use of indefinite pronouns, particularly when a writer switches from singular to plural pronouns in mid-sentence:

Inconsistent: If *someone* tries to write a persuasive essay, *they* should at least include a convincing argument.

Consistent: If *one* tries to write a persuasive essay, *one* should at least include a convincing argument.

Sample Questions Containing Switch in Pronoun Person

The more you travel around the country, the more our horizons and outlook expand.

- (A) The more you travel around the country
- (B) The more we travel around the country
- (C) The more one travels around the country
- (D) As more traveling is done around the country
- (E) As they travel more around the country

Choice A is incorrect because the second-person pronoun *you* shifts to the first-person pronoun *our* in the second clause.

Choice B consistently uses two plural pronouns in the first person. It is the best answer.

Choice C switches from the singular pronoun *one* to the plural pronoun *our* in the second clause.

Choice D uses the pronoun *our* that fails to refer to a specific noun or other pronoun.

Choice E improperly uses the third-person pronoun *they* to refer to the first-person pronoun *our*.

PRONOUN-ANTECEDENT AGREEMENT

Singular pronouns must have singular antecedents; plural pronouns, plural antecedents. Errors occur when antecedents are indefinite, as in *each*, *neither*, *everyone* (also *no one*, *someone*, *anyone*), and *everybody* (also *nobody*, *somebody*, and *anybody*). Note the problem of pronoun-antecedent agreement in these sentences:

Everybody is sticking to *their* side of the story.

Anybody can pass this course if *they* study hard.

Neither teacher plans to change *their* policy regarding late papers.

Properly stated, the sentences should read:

Everybody is sticking to *his* side of the story.

Anybody can pass this course if *she* studies hard.

Neither teacher plans to change *his* policy regarding late papers.

Some people, objecting to the use of specific gender pronouns, prefer the cumbersome and tacky phrase “he or she,” but most good writers avoid using it.

Still other words may sound singular but are plural in certain contexts:

disproved.

Sample Question Containing an Ambiguous Pronoun Reference

Ricky, Marti, and Steve were driving nonstop from New York to Chicago when, falling asleep at the wheel, he drove the car off the road.

- (A) when, falling asleep at the wheel, he drove the car off the road
- (B) and then he drove the car off the road after falling asleep at the wheel
- (C) when Ricky drove the car off the road after falling asleep at the wheel
- (D) when Ricky drove the car off the road, since he fell asleep at the wheel
- (E) and, since Ricky has fallen asleep at the wheel, he drove the car off the road

Choices A and B are incorrect because in each sentence the pronoun *he* fails to refer to a specific noun or other pronoun.

Choice C avoids the pronoun-reference problem by using the *Ricky* instead of *he*. It is the best answer.

Choice D contains an error in verb tense. Because Ricky had fallen asleep before he drove the car off the road, use *had fallen* instead of *fell*.

Choice E, a compound sentence, would be more effectively expressed with one independent clause and two subordinate clauses.

Practice in Identifying Faulty Pronoun Reference

Directions: Each of the following sentences suffers from a pronoun problem. Please eliminate the problem by revising each sentence. Use the blank spaces to write your answers.

1. When we teenagers loiter outside the theater on Friday night, they give you a hard time.

2. I answered the test questions, collected my pencils and pens, and handed them in.

3. Barbara told Ken that she wanted only a short wedding trip to Florida, which lies at the root of their problem.

Lieutenant Henry was braver than any *other* pilot in the squadron.

Similarly, notice the difference between these two sentences:

Diana talks more nonsense than anyone in the class.

Diana talks more nonsense than anyone *else* in the class.

Only the second sentence makes clear that Diana is a member of the class.

ILLOGICAL COMPARISONS

Logic breaks down when two or more unlike things are compared.

Boston's harbor is reported to be more polluted than any city in the country.

This sentence is meant to compare pollution in the Boston harbor with pollution in the harbors of other cities. Instead, it compares Boston's harbor with a city, an illogical comparison. Properly expressed, it would read this way:

Boston's harbor is reported to be more polluted than the harbor of any other city in the country.

Similarly, note the difference between these two sentences.

Unlike most cars on the block, Ellie has her Toyota washed almost every week.

Ellie's Toyota, unlike most cars on the block, is washed almost every week.

The first sentence is intended to compare Ellie's car with the other cars on the block. But it nonsensically compares Ellie to the other cars.

Sample Questions Containing Faulty Comparisons

1. A more easier and direct route exist between Mt. Kisco and Pleasantville than the one we took.

- (A) A more easier and direct route exist
- (B) An easier and direct route exist
- (C) An easier and more direct route exists
- (D) Easier and directer routes exist
- (E) A both more easy and a more direct route exists

Choice A contains the phrase *more easier*, which is both a redundancy and an example of faulty diction.

Choice B contains an error in parallelism. *Easier*, an adjective in the comparative degree, is not parallel in form to *direct*. Use *more direct*.

Choice C accurately and grammatically conveys the meaning of the sentence. It is the best answer.

Choice D uses *directer*, not a standard English word, instead of *more direct*.

Choice E is wordy. *Both* and the repetition of *more* are unnecessary.

2. Elton John combines various techniques of singing and piano playing as effortlessly as any pop star ever has.

- (A) as effortlessly as any pop star ever has
- (B) as effortlessly as any other pop star ever has
- (C) effortlessly, as any pop star has
- (D) as effortlessly like any other pop star ever has
- (E) as effortlessly, if not more so, than any pop star ever has

Choice A is incorrect because it omits *other*, a word that must be used when comparing one thing with a group of which it is a member. Use *as any other*.

Choice B expresses the comparison correctly. It is the best answer.

Choice C uses awkward language that obscures the meaning of the sentence.

Choice D uses *like* instead of *as*. Use *like*, a preposition, to introduce a phrase; use *as* to introduce a clause.

Choice E fails to complete the comparison because it omits the second *as*. Use *as effortlessly as*.

A Review

While looking for errors in sentence-improvement questions, use this checklist as a guide.

- ✓ **Verbs.** Check the tense, agreement with the subject, and parallelism.
- ✓ **Nouns.** Check the number, agreement with the verb, parallelism, and word choice.
- ✓ **Pronouns.** Check the case, number, agreement with antecedent, reference to a noun or another pronoun, agreement with verb, and parallel structure.
- ✓ **Adjectives.** Check the modification and comparative degree.
- ✓ **Adverbs.** Check modification of verbs.
- ✓ **Phrases.** Check parallel structure and sentence structure.
- ✓ **Clauses.** Check completeness, coordination, and subordination.
- ✓ **Participles.** Check modification.
- ✓ **Punctuation.** Check use of commas and semicolons. Also sentence structure, including run-ons, fragments, and comma splices.

Identifying Sentence Errors

In this section of the SAT, you are given eighteen sentences, most of which contain an error in grammar, usage, or style. Your job is to identify which underlined portion of each sentence contains the error. Some sentences have no error.

Sample Question

To begin, identify the errors in these two sentences:

Children addicted to television often behave violent in the classroom.

I feel badly that Randy performed bad on the test.

If you spotted the errors, you should have no trouble with similar items on the SAT. And if you knew why *violent* should be *violently* and that *bad* and *badly* should switch places, you're probably up to par on adjective and adverb usage. But if you didn't notice or couldn't explain the errors, you should definitely read on.

Adjectives are words that describe, or modify, nouns and pronouns. *Good* is an example, as in *good* apple, *good* book, and *good* night. That's easy enough, but *good*, along with some other adjectives, sometimes causes trouble when used after a verb. *Good* should not be used after most verbs, so avoid *talks good*, *drives good*, *writes good*, and so on.

Here's the catch: *Good* may be used after some verbs, called linking verbs, among them *look*, *smell*, *taste*, *feel*, *appear*, *stay*, *seem*, *remain*, *grow*, *become*, and all forms of *to be*. Therefore, it's correct to say *sounds good*, *feels good*, and *is good*. (Notice that linking verbs often refer to the senses.)

And to complicate matters still more, linking verbs are sometimes used as active verbs. *Look* is a linking verb when it refers to the appearance of things, as in *The day looks good for jogging*. But it is an active verb when it refers to the act of looking, as in *Margie looked sadly at her sick dog*. If you're not sure whether a verb is used as a linking verb or as an active verb, substitute a form of the verb *to be*. If the sentence retains its basic meaning, the verb is probably a linking verb, as in *The juice tastes good/The juice is good*. If the meaning is lost, it is an active verb, as in *He feels badly about your loss*. Because you wouldn't say *He is badly about your loss*, *feels* is an active verb in that sentence.

Adverbs are words that describe, or modify, verbs, adjectives, or other adverbs, and can often be identified by their *-ly* endings. Most of the time they answer such questions as How? When? How much? Where? In what sequence? To what extent? In what manner? For example:

How does the grass look? It looks *mostly* brown. (The adverb *mostly* modifies the adjective *brown*.)

When does Roger run? He *usually* runs in the morning. (The adverb *usually* modifies the verb *runs*.)

How much did it rain? It rained *enough* to flood the cellar. (The adverb *enough* modifies the verb *rained*.)

When you need to choose between an adjective and an adverb on the SAT, follow this procedure: Find the verb and determine whether it is a linking verb. If it is, use the adjective; if it isn't, use the adverb. More often than not, the verb is likely to be one of those that is sometimes active and sometimes linking. So, check it by substituting a form of *to be*, as described earlier. You can also check its modification. If it modifies an adjective or another adverb, use the adverb. If it modifies a noun or pronoun, use the adjective.



TIP

Note to the Reader

If any of this seems unduly complex, you'll catch on if you re-read this material two or

The phrase *played the piano brilliantly* should be *a brilliant pianist* in order to be parallel in form to the other items in the series. Choice D is the correct answer.

2. It is far simpler to swim the breast stroke than explaining to a beginning swimmer in words how to do it.
A No error. B C D E

The phrase *than explaining* should be *to explain* in order to be parallel in form to the infinitive *to swim*. Choice B is the correct answer.

Incomplete Comparisons

Sentences used to make comparisons usually follow a familiar pattern that requires the items being compared to be stated in parallel form. All words essential to completing the comparison must be present in order to avoid ungrammatical or illogical comparisons.

Sample Questions Containing Incomplete Comparisons

1. According to some historians, the quality of FDR's presidency was on a par with or better than Wilson but not Lincoln's. No error.
A B C D E

The sentence illogically compares *quality* with *Wilson* instead of with *Wilson's presidency*. Therefore, choice is the correct answer.

2. Jon Stewart, the comedian, is funnier and more satirical than any comedian on television.
No error. A B C D E

As written, the sentence compares Stewart with all comedians on television, but Stewart cannot be funnier than himself. Moreover, it remains unclear whether Stewart is or is not a television comedian. To make a proper comparison, use "any *other* comedian." Choice C is the correct answer.

Practice in Completing Comparisons

3. Peggy told Eileen that she was sure that she had handed in the homework.

4. Bill let his father know that he had only ten minutes left on the parking meter.

5. During Truman's presidency, he sent troops to fight in Korea.

6. Henry, a helicopter pilot, regularly flies it on rescue missions.

7. In Fitzgerald's *The Great Gatsby*, he wrote about the American Dream.

8. She decided to buy a high-definition television, which is just what he wanted.

9. The agreement between Joan and Jane fell apart after she failed to show up for the meeting.

7. If you are scheduled to deliver the speech to the class, one should expect to take your turn on Monday.

8. Him and I plan to drive to Danbury tonight.

9. If you really want to get better at the piano, one really needs to practice.

10. Them singing at the top of their lungs disturbed the quiet neighborhood.

11. Tim is more interested in applying to Oregon State than her.

12. The group asked us guys to pitch in on the drive for canned goods.

13. Most runners say they have to run every day in order to keep yourself in shape.

14. The last time I saw him, he was as tall as me, if not taller.

ANSWERING THE QUESTIONS

Improving Paragraphs Questions follow the progress of the passage. Although it makes sense to answer the questions in order, you may answer them in any order you wish. If you are good at spotting faulty sentences, answer the sentence-error questions before tackling the others. If you have a knack for answering specific questions, deal with those before coping with more general ones—those, say, that deal with relationships between paragraphs or with the passage as a whole. If a question stumps you, go on to the next one, but don't forget to come back later and give it another try.

Sample Essay and Questions

[1] On the water, sailboats and motorboats go faster than canoes. [2] They also go faster in stores. [3] People are buying them in greater numbers than ever before. [4] Not only are they more fashionable but they give status to their owners. [5] Yet, I'll take a canoe any time.

[6] For one thing, a canoe can last for more than thirty years. [7] Even if you get tired of it, you can sell it for a fairly large fraction of its original cost. [8] For example, a new aluminum canoe may cost about \$600, but a used one costs about \$500 or less. [9] In addition, a canoe has no moving parts to wear out. [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. [11] Some high-end canoes are made of canvas covering a sturdy wood frame, caned seats and copper and brass trim.

[12] Besides being economical, a canoe can be used in a variety of ways. [13] In the first place, you can use it in the ocean as well as on a tiny lake. [14] One can use it on rivers, too. [15] Marshes and small streams are fine for using a canoe. [16] As a result, wherever you go, there is bound to be a place for canoeing. [17] Not only can you take it anywhere, but you can go canoeing for a few hours or for weeks at a time. [18] In contrast to other boats, canoes don't depend on wind or fuel. [19] Furthermore, you don't have to waste time setting up or taking down a canoe. [20] Simply grab a paddle, and you're off on your own.

1. In the first paragraph the author's primary purpose is to

- (A) inform the reader about several kinds of boats
- (B) provide evidence that boating is a popular pastime
- (C) poke fun at those who prefer sailboats to canoes
- (D) tell a personal story about boating
- (E) prepare the reader for an unexpected disclosure

Choice A is not a good answer because the paragraph is more about boaters than about boats. 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

develop the topic sentence. Sometimes supporting sentences themselves need support, provided by minor, or secondary, supporting sentences. The paragraph that follows contains examples of each kind of sentence:

- [1] Children with IQs well below average represent an almost insoluble problem for educators. [2] Such children often feel inadequate, rejected by teachers and peers in a school environment that values and rewards academic success. [3] Failure in school is the number one cause of poor behavior in school and of juvenile delinquency in general. [4] The best that schools can do for children with low IQs is to teach them how to get by in the world and to teach them a vocation. [5] But vocational training is very limited in many schools. [6] Those that provide such training usually do so only for older adolescents.

Sentence 1 is the topic sentence of the paragraph. To be convincing, it needs the support of sentences 2–5. Each supporting sentence adds a piece of evidence to prove the point of the paragraph—that children with low IQs create a problem for schools. Sentence 5 is a supporting sentence that requires additional support, provided by sentence 6.

Location of Topic Sentences. A topic sentence may be anywhere in a paragraph, but it usually appears at or close to the beginning. It isn't always a separate and independent sentence; it may be woven into a supporting sentence as a clause or phrase. (In the paragraph you are now reading, for example, the main idea is stated in the first clause of the initial sentence.) Writers vary the location of topic sentences to avoid monotony. They could, for example, save the topic sentence for the end, letting it stand out boldly as the climax of the paragraph. Or they might omit the topic sentence, letting an accumulation of telling details imply the paragraph's main idea.

Note the location of the topic sentence in each of the following paragraphs:

- [1] It is pitch dark and very chilly. [2] No one in his right mind wants to pry open their eyes and leave the cozy warmth of bed and blanket. [3] No one wants to walk in bare feet across the frigid floor to peer out the window at the icy rain slanting down in the early morning gloom. [4] The thought of damp clothes and cold feet keeps you where you are, at least for a few more minutes. [5] **It's torture to get up on dark winter mornings.**

The supporting details in sentences 1–4 lead inevitably to sentence 5, the topic sentence, which summarizes the point of the paragraph.

- [1] For a long time about 50,000 people were killed annually in automobile accidents on the nation's roads. [2] Reduced speed limits, seatbelt requirements, and increased police patrols had almost no effect on changing the number of fatalities. [3] **The most promising way to reduce fatalities, however, proved to be making cars safer.** [4] Front and side airbags were installed in all new models. [5] Special seats and restraints were designed for children. [6] Stronger steel frames enabled people to survive crashes that would certainly have killed them before.

Sentence 3 is the topic sentence. It serves as the pivotal point between the description of the problem (sentences 1 and 2) and some effective solutions (sentences 4, 5, and 6).

The key to unlocking a paragraph's purpose lies in the topic sentence, and the effectiveness of a paragraph depends on how tightly the topic sentence is linked to its supporting details. On the SAT, you may be asked to improve a paragraph by tightening that link.

Or you may be asked to choose the best transition between ideas or paragraphs. A *transitional*

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 twentieth 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.

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

Writing Correct Sentences

Answers will vary. No doubt some of your sentences will be better than these.

1. Although Elizabeth is stressed out about the SAT, she won't let it get her down.

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2. The teacher agreed to her request for an extension on the assignment.

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5. I woke up, having slept for the four shortest hours of my life. I force my eyes open and crawl to the shower. Only then my brain begins to function.

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6. are ... levels

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9. neither ... was

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15. Nancy ... appears

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Choosing the Case of Pronouns

1. me

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Identifying Faulty Pronoun Reference

These are suggested answers. Yours may be different but equally valid.

1. When teenagers loiter outside the theater on Friday night, the police give them a hard time.

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2. Before collecting my pencils and pens, I handed in the test questions I had answered.

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7. After the campus tour, Mike told Todd, “I’d be happy going to Auburn.”

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4. either iron or tin

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6. slowly

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Preview from Notesale.co.uk
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3. Is it true that the ozone layer is being depleted?

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7. Harold hasn't stopped painting since picking up a brush at age ten.

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8. Research shows that avid sports fans suffer fewer depressions and are generally healthier than those not interested in sports.

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5. Oscar was as tired as, if not more tired than, Pete.

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7. Although she's younger, Lillian looks as old as, if not older than, Dorothy.

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10. After reading *Siddhartha*, I admire Hesse more than any other author.

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11. I am more interested in rap music than Pete is.

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4. ... their fall colors

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7. In *The Great Gatsby*, Fitzgerald wrote about the American Dream.

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8. Because he wanted a high-definition television, she decided to buy him one.

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10. After his interview, Mike thought he would probably like spending the next four years at Dartmouth and told Tom.

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Identifying Faulty Verb Tense

1. came

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6. expected

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7. had finished

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7. should have gone

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8. had never sung

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2. After the hit-and-run accident, broken glass lay on the street.

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PART VI

TESTS FOR PRACTICE, PRACTICE, PRACTICE

- Practice Test A
- Practice Test B
- Practice Test C
- Practice Test D

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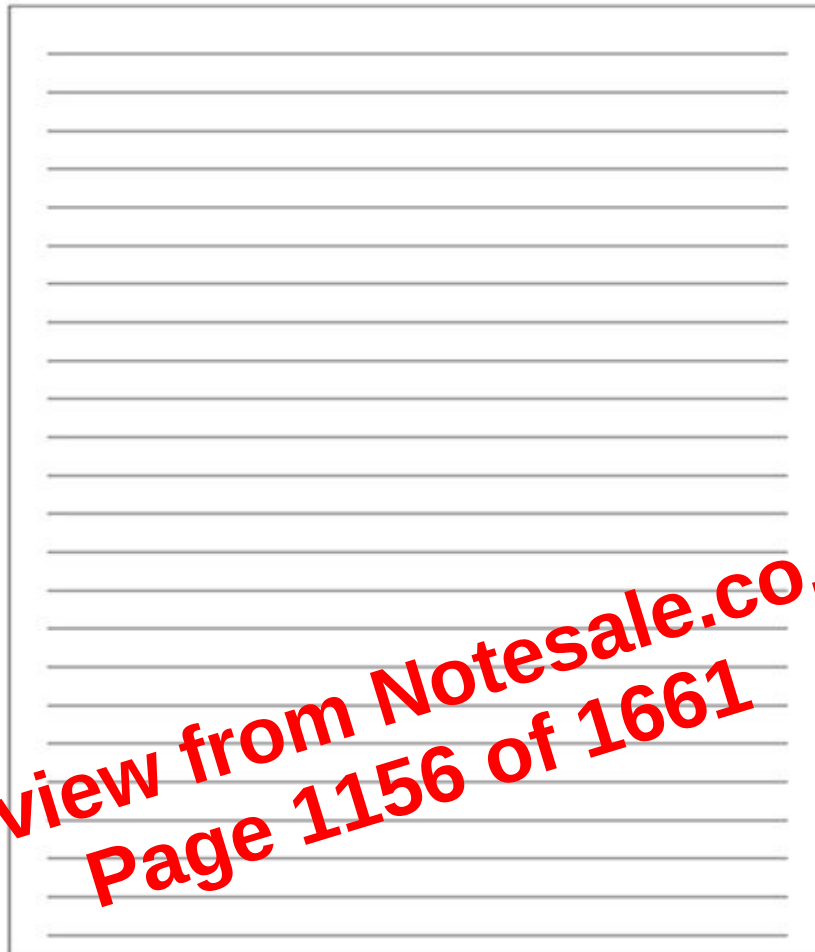
Section 1

ESSAY

Time allowed: 25 minutes

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

The following pages for each practice test are for reference only.

A large rectangular box with horizontal lines for writing an essay. The box is empty, with lines spaced evenly for writing. A red watermark is overlaid on the box.

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End of essay.

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

suffering from the same upper respiratory infection as I. No error.
C D E

15. There's no doubt that the safe-driving campaign scheduled to begin next week would have been
A B
postponed for another week because we lack the time to plan it well. No error.
C D E

16. Experts in marine life say that there is a closer relationship between barracudas with man-eating
A B
sharks than had been previously thought. No error.
C D E

17. The threat to suspend students caught using cell phones during class without permission seems
A B
like an overreaction to the problem because the principal is ordinarily sensitive and level-
C D
headed. No error.
E

18. Ray Bradbury and Isaac Asimov stand side by side as two of America's greatest science fiction
A
writers, but the latter, having written more than 500 books, is by far the most prolific. No error.
B C D E

19. Reflecting on on the size of our national debt, one might well ask yourself how the most powerful
A B C
nation on Earth could have gotten itself into such a mess. No error.
D E

20. The achievements as well as the failures of the space program has been a matter of contention as
A B C
many years, and many interest groups compete for a share of the federal budget. No error.
D E

21. Being lost in the mountains of Colorado for two days as a boy, Dave is always careful to take a
A B C
detailed map with him when he sets out for a backpacking adventure in the wilderness. No error.
D E

22. Many students who successfully use computers in the bettering of vocabulary for the SATs
A B
find that a computer provides limited help in the improvement of writing skills. No error.
C D E

23. The FBI agents chose not to arrest the suspect in the bank that afternoon, but instead arrested him at
A B C
the airport before he is is boarding a flight to Atlanta. No error.
D E

24. Although it appears cold and forbidding on its surface, the Caspian Sea, the greatest of all inland
A B C
seas, teems with aquatic life in its depths. No error.
D E

25. The names Leno and Letterman may be alphabetically close together, but Leno is the funnier
A B C
comedian and Letterman the quickest. No error.
D E

- (C) his cancer had been diagnosed by his doctors
- (D) when cancer was diagnosed for him by doctors
- (E) he had cancer diagnosed by his doctors

5. Claude Monet studied the light and color of the French countryside, and these are the impressions that he incorporated in many of his paintings.

- (A) these are the impressions that he incorporated
- (B) the incorporation of these impressions were
- (C) these impressions having been incorporated
- (D) his incorporation of these impressions
- (E) incorporated his impressions

6. In this article it characterizes Collins as being brilliant, ruthless, and likely to resign soon.

- (A) In this article it characterizes Collins as being brilliant, ruthless, and likely to resign soon
- (B) Collins, characterized in this article as being brilliant, ruthless, and likely to resign soon
- (C) In this article, Collins is characterized as brilliant, ruthless, and he is likely to resign soon
- (D) This article, which characterizes Collins as brilliant and ruthless, says that he is likely to resign soon
- (E) This article, in which Collins is characterized as being brilliant, ruthless and likely to resign soon

7. Therefore, I admire any organization that speaks up for democratic principles, even when they are for selfish aims.

- (A) even when they are for selfish aims
- (B) even if its motive is selfish
- (C) even if their motive is to be for its own selfish aims
- (D) whether or not it is for their own selfish aims
- (E) even whether or not their motive is for their own selfish aims

8. The book is filled with color photographs that offer vivid reminders to both veterans and civilians of the horrors of the war in Iraq.

- (A) photographs that offer vivid reminders to both veterans and
- (B) photographs, which offers vivid reminders to both veterans and
- (C) photographs, which offer both vivid reminders to veterans plus
- (D) photographs; it offers vivid reminders to both veterans as well as
- (E) photographs; this offers vivid reminders both to veterans and

9. One of the great literary figures of the twentieth century, Maxwell Perkins, an editor at Scribners, helping Hemingway, Fitzgerald, and Thomas Wolfe break into print.

- (A) Maxwell Perkins, an editor at Scribners, helping
- (B) Maxwell Perkins who worked as an editor and helped
- (C) Maxwell Perkins edited at Scribners who helped
- (D) Maxwell Perkins, an editor at Scribners, helped
- (E) the editor, Maxwell Perkins, helped at Scribners

10. Still being bought for its appearance and charm, teddy bears rank among the most popular toys

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3. **A** B. Subject–verb agreement. The compound subject, *special effects and gripping story*, requires a plural verb. Use *thrill*.
C. Wordiness. The construction is needlessly wordy.
D. Clumsy construction.
E. Pronoun reference. The pronoun *it* fails to refer specifically to a noun or other pronoun.
EASY

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9. **E** A. Faulty subordination. The first clause lacks both a grammatical and a logical relationship with the second.
- B. Comma splice. A comma may not be used to separate two independent clauses.
- C. Sentence shift. The phrase beginning *Never having* lacks a logical relationship with the remainder of the sentence.
- D. Diction error. The word *however* makes little sense in the context.
- MEDIUM

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16. **B** Idiom error. Use *and* instead of *with*.
MEDIUM

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18. **D** Faulty comparison. Use *more* when comparing two entities; use *most* for comparing three or more.

MEDIUM

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22. **B** Idiom error. The phrase *in the bettering of* is nonstandard. Use *to improve*.
EASY

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27. **B** Subject–verb agreement. A compound subject requires a plural verb. Use *stand*.
HARD

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SECTION 2—IMPROVING PARAGRAPHS

30. **B** **B** Choice A may seem like the main idea, but it is far too broad for the limited subject matter of this essay. Ideally, it ought to be eliminated.
Choice B contains the essay's main point. It is the best answer.
Choice C does little more than begin to amplify the idea contained in the previous sentence.
Choice D is too limited to be the main idea. It merely cites examples of changes brought about by technology.
Choice E steers the essay in a new direction. Therefore, it doesn't qualify as the main idea.

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4. **A** B. Sentence fragment. The construction lacks a main verb.
C. Shift in verb tense. The sentence is cast in the past tense, then incorrectly shifts to the past perfect, *had been diagnosed*.
D. Sentence fragment. The construction lacks a main verb.
E. Wordy. Although the sentence is grammatical, its use of passive voice leads to excessive wordiness.
- EASY

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13. A B. Faulty parallelism. The verb *spoke* is not parallel in form to *praising*.
C. Faulty parallelism. The verb *spoke* is not parallel in form to the infinitive *to praise*.
D. Faulty parallelism. The phrase *about the new fertilizer spoke* is not parallel to the verb *praising*.
E. Incomplete construction. The use of *both* indicates the need for a second adverb paired with *enthusiastically*.
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Practice Test B

SECTION 1 ESSAY

TIME: 25 MINUTES

Directions: Plan and write an essay in response to the assigned topic. Use the essay as an opportunity to show how clearly and effectively you can express and develop ideas. Present your thoughts logically and precisely. Include specific evidence or examples to support your point of view. A plain, natural writing style is probably best. The number of words is up to you, but quantity is less important than quality.

Limit your essay to two sides of the lined paper provided. You'll have enough space if you write on every line and avoid wide margins. Write or print legibly because handwriting that's hard or impossible to read will decrease your score.

BE SURE TO WRITE ONLY ON THE ASSIGNED TOPIC. AN ESSAY WRITTEN ON ANOTHER TOPIC WILL BE SCORED "ZERO."

If you finish in less than twenty-five minutes, check your work. Do not turn to another section of the test.

See Practice Test A.

Think carefully about the following passages and the assignment below.

Passage 1

Educators recognize that academic growth is the highest priority of a school. To assure that academic growth is not impeded by participation in athletics and other activities, certain restrictions must be placed on student participation. These restrictions are intended for the students' guidance and assistance and are meant to contribute to the achievement of the goals set by schools in carrying out their mission.

Passage 2

- There are nearly 1 million high school football players and about 550,000 basketball players. Of that number, about 250 make it to the NFL and about 50 make an NBA team.
- Less than 3 percent of college seniors will play one year in professional basketball.
- The odds of a high-school football player making it to the pros at all—let alone having a career—are about 6,000 to 1; the odds for a high school basketball player—10,000 to 1.

Adapted from a letter to students written by Cedric W. Dempsey,
President of the National Collegiate Athletic Association

- (C) Betsy and him, but Peter and me actually received the bad news.
(D) Betsy and he, but the actual recipients of the bad news turned out to be Peter and me
(E) Betsy and I, but the bad news was actually received by Peter and I
4. Funds that are earned as tips is one of the most difficult sources of income for the Internal Revenue Service to monitor.
- (A) Funds that are earned as tips is
(B) How money that gets earned as tips is
(C) Earning tips are
(D) Tips are
(E) The funds earned by tipping is
5. The fictional characters in the novel *War and Peace* are as similar as the friends and acquaintances that the author, Leo Tolstoy, actually had.
- (A) are as similar as
(B) being similar to
(C) resembling
(D) is the same as
(E) are similar to
6. Today there is more violence than the 1950s and 1960s, when guns were more difficult to obtain.
- (A) than
(B) then there was in
(C) than in
(D) than around
(E) compared to
7. While walking down Market Street, that was when Clarissa sighted her old guitar in the pawn shop window.
- (A) that was when Clarissa sighted her old guitar in the pawn shop window
(B) Clarissa sighted her old guitar in the pawn shop window
(C) then the sighting of Clarissa's old guitar took place
(D) Clarissa's old guitar was sighted in the pawn shop window
(E) in the window of the pawn shop her old guitar was sighted by Clarissa
8. The consultant, Dr. Smart, agreed to study the school's schedule and she would meet with students, teachers, and administrators to discuss it.
- (A) and she would meet with students, teachers, and administrators to discuss it
(B) and meeting with students, teachers, and administrators for discussing it
(C) in holding discussions at meetings with students, teachers, and administrators about it
(D) meeting for discussing about it with students, teachers, and administrators
(E) by discussing it with students, teachers, and administrators
9. Because dinosaurs were the hugest creatures ever to roam the Earth is the reason why they are fascinating to us.

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SECTION 2—IMPROVING SENTENCES

1. A B. Pronoun–antecedent agreement. *Each* is singular; *their* is plural.
C. Wordiness. The construction *each of them have unique decorations* and the phrase *of their own* are redundant.
D. Pronoun–antecedent agreement. *Barns* is plural; *its* is singular.
E. Comma splice. A comma may not be used to separate two independent clauses.
EASY

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6. C A. Faulty comparison. *Violence* is compared to *the 1950s and 1960s*, an illogical comparison.
B. Faulty diction. In making comparisons, use *than* instead of *then*.
D. Faulty idiom. In this context, *than around* is not standard English.
E. Faulty comparison. *Violence* is compared to *the 1950s and 1960s*, an illogical comparison.

MEDIUM

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9. **B** A. Wordiness. *Because* and *the reason why* are redundant.
C. Subject–verb agreement. *Dinosaurs* is plural; *is* is singular.
D. Mixed construction. *As a result of dinosaurs* fails to relate grammatically to *they are fascinating to us*.
E. Comma splice. A comma may not be used to separate independent clauses.

MEDIUM

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14. C Tense shift. The sentence is cast in the present tense. Use *phone* instead of *phoned*.
EASY

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SECTION 2—IMPROVING PARAGRAPHS

30. A Only Choice A is concisely expressed in standard English. The language of the other choices is awkward or nonstandard.
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35. **C** Choice C does not describe the function of the last paragraph. The essay's main idea is validated by the contents of the essay's three main paragraphs, not by the final paragraph.
HARD

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2. A B. Subject–verb agreement. *Strength and appearance* is plural; *accounts* is singular.
C. Pronoun reference. The pronoun *their* should refer to *fabric*, but because *their* is plural, it seems to refer to *strength and appearance*.
D. Subject–verb agreement. *Strength and appearance* is plural; *explains* is singular.
E. Pronoun reference. The pronoun *their* should refer to *fabric*, but because *their* is plural, it seems to refer to *strength and appearance*.
MEDIUM

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3. **D** A. Idiom error. The construction *made a comment of spending* is not standard English.
B. Clumsy construction. *Commenting on the spending of his* is awkwardly expressed.
C. Diction. In context the verb *gave* is not standard English.
E. Wordiness. *Made a comment* and *stating* are redundant.
EASY

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6. **B** A. Faulty comparison. *Hunting* is compared to *rifle*, an illogical comparison.
C. Noun–verb agreement. *Bows* is plural; *is* is singular. Use *are*.
D. Comparative degree. Add *–er* to one-syllable adjectives to indicate a higher degree. Use *safer*.
E. Clumsy construction. In this context, the phrase *in hunting* is awkward.
- EASY

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8. **D** A. Tense shift. The sentence, cast in the present tense, shifts to the future tense.
B. Pronoun reference. The pronoun *it* fails to refer to a specific noun or other pronoun.
C. Pronoun shift. The sentence begins with the impersonal pronoun *someone* but improperly shifts to the second person pronoun *you*.
E. Idiom error. The construction is not in standard English.
EASY

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12. **B** A. Faulty idiom. The construction does not accurately convey the intended meaning. Instead of expressing the idea that better equipment *has the effect* of helping soldiers, it says that better equipment has been valuable *in order to* help soldiers.
- C. Faulty idiom. The phrase *even though* conveys just the opposite of the intended meaning.
- D. Pronoun reference. The pronoun *they* fails to refer to a specific noun or other pronoun.
- E. Faulty idiom. The construction is not in standard English and fails to convey a logical meaning.
- MEDIUM

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- (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, the American public accepted the government's authority about more thorough screening of airline passengers.
- (A) about more thorough screening of airline passengers
(B) to screen airline passengers more thoroughly
(C) to improve more thoroughly passenger screening at the airport
(D) for the more thorough screening of airline passengers boarding airplanes at the airport
(E) whether to screen more thorough all airline passengers
6. The pollution of the municipal well was discovered, the town posted notice urging people to boil their water.
- (A) The pollution of the municipal well was 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 Troy in fact communicated or did not with Gabriella is unclear, but a letter or phone call would definitely have given her morale a boost.
- (A) Whether Troy in fact communicated or did not
(B) Whether in reality Troy communicated or did not
(C) The actuality of communicating by Troy
(D) That Troy in fact communicated
(E) Troy, whether or not he communicated
8. Last year, Fairfield High School defeated every one of its rivals in girls' field hockey, nevertheless, they did not win the state championship.
- (A) hockey, nevertheless, they
(B) hockey, they nevertheless
(C) hockey, they
(D) hockey; consequently, it
(E) hockey, 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

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7. **D** A. Incomplete construction. The phrase *or did not* is both misplaced and incomplete. Insert the words *did or did not communicate* after *in fact*.
- B. Incomplete construction. The phrase *or did not* is both misplaced and incomplete. Insert the words *did or did not communicate* after *Troy*.
- C. Clumsy construction. The phrase *communicating by Troy with Gabriella* is awkwardly worded.
- E. Clumsy construction. By using *Troy* as the grammatical subject, the sentence makes no sense.
- MEDIUM

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15. **A** Pronoun–antecedent agreement. The antecedent *A disruptive student* is singular. The pronoun *they* is plural. Use *Disruptive students*.
EASY

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16. **A** Idiom error. Use *in* instead of *for*.
EASY

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17. C Faulty parallelism. Items in a series should be in grammatically parallel form. Use *stole* instead of *were stealing*.
EASY

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19. **B** Verb form. The past perfect form of *to bite* is *bitten*. Use *had been bitten*.
EASY

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32. **B** Although related to communications, the information contained in sentence 5 is not relevant to the discussion of modern communications satellites.
HARD

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34. **B** Choices A, C, and D accurately describe neither the paragraph structure nor the point of the essay.

Choice E is a remote possibility but is not justified by evidence in the essay.

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9. **B** A. Mismatched sentence parts. The first clause of the sentence is grammatically and logically unrelated to the second clause.
C. Idiom. The construction fails to use standard English.
D. Awkwardness. The construction is clumsily worded.
E. Pronoun reference. The pronoun *he* does not refer to a specific noun or other pronoun.

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11. **D** A. Pronoun–antecedent agreement. The pronoun *their* is plural; the antecedent *person* is singular. Use *his* or *her*.
B. Idiom error. In standard usage, nouns are defined by other nouns, not by clauses. Because *meditation* is a noun, *is when* is nonstandard.
C. Noun–verb agreement. *Someone* is singular; *relax* is plural.
E. Pronoun reference. The pronoun *their* doesn't refer to any specific noun or pronoun.
HARD

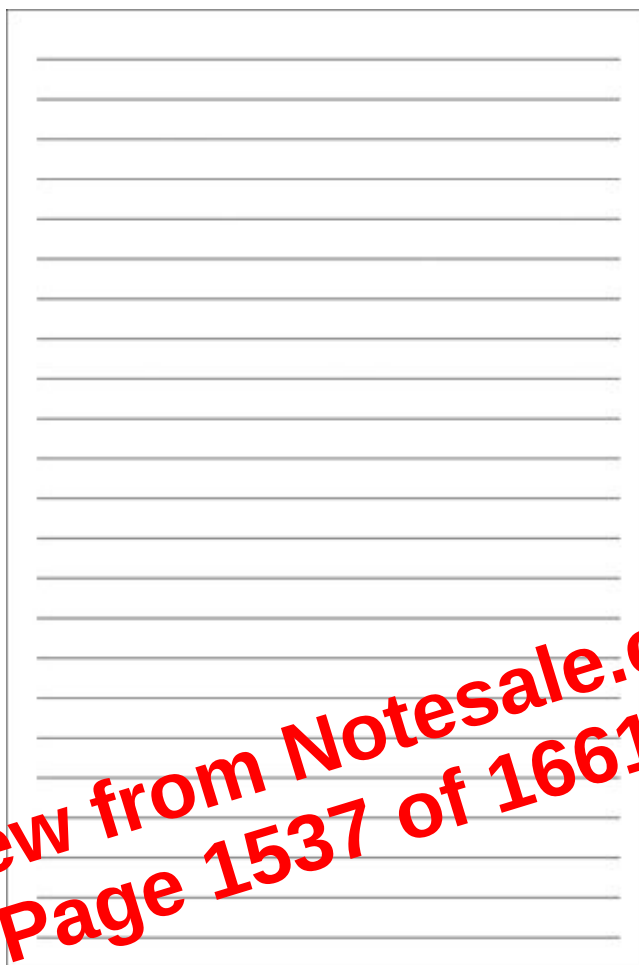
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Section 1

Essay

Time allowed: 25 minutes

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

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End of essay.

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

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Answer Sheet for Multiple-Choice Questions

SECTION 2

Improving Sentences

- 1 A B C D E
- 2 A B C D E
- 3 A B C D E
- 4 A B C D E
- 5 A B C D E
- 6 A B C D E
- 7 A B C D E
- 8 A B C D E
- 9 A B C D E
- 10 A B C D E
- 11 A B C D E

Identifying Sentence Errors

- 12 A B C D E
- 13 A B C D E
- 14 A B C D E
- 15 A B C D E
- 16 A B C D E
- 17 A B C D E
- 18 A B C D E
- 19 A B C D E
- 20 A B C D E
- 21 A B C D E

- 22 A B C D E
- 23 A B C D E
- 24 A B C D E
- 25 A B C D E
- 26 A B C D E
- 27 A B C D E
- 28 A B C D E
- 29 A B C D E

Improving Paragraphs

- 30 A B C D E
- 31 A B C D E
- 32 A B C D E
- 33 A B C D E
- 34 A B C D E
- 35 A B C D E

SECTION 3

Improving Sentences

- 1 A B C D E
- 2 A B C D E
- 3 A B C D E
- 4 A B C D E
- 5 A B C D E
- 6 A B C D E

- 7 A B C D E
- 8 A B C D E
- 9 A B C D E
- 10 A B C D E
- 11 A B C D E
- 12 A B C D E
- 13 A B C D E
- 14 A B C D E

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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) ● (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. Although many young painters learned to paint from Rembrandt himself, when the master died, no immediate successors have come into being.
 - (A) no immediate successors have come into being
 - (B) he had no immediate successors
 - (C) the coming of immediate successors were not to be
 - (D) there was not a coming of an immediate successor
 - (E) there were not immediate successors
2. Newspaper editorials across the country argued brilliantly against the Supreme Court's decision on the death penalty.
 - (A) Newspaper editorials across the country argued brilliantly against the Supreme Court's decision on the death penalty
 - (B) Newspaper editorials across the country that brilliantly argued against the Supreme Court's decision on the death penalty
 - (C) The Supreme Court's decision on the death penalty, brilliantly opposed by newspaper editorials across the country
 - (D) The Supreme Court's decision on the death penalty being brilliantly opposed across the country by newspaper editorials

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Answer Key

SECTION 1—THE ESSAY

What follows are ideas for answering the essay question given in this practice test. The essay you wrote may contain some of the same or similar ideas. Don't be alarmed if your essay is much different, however. Your approach to the question may be at least as valid as any of those described here:

How you respond to the question will depend in part on your definition of *information*. Your head is undoubtedly full of information, or facts, about, say, American history, from the landing of the Pilgrims to the latest political scandal. And if you want more information, you can search the Internet. Ideas, on the other hand, can't be gathered as easily. Take the idea of equal rights, for instance. For decades segments of our population—among others, blacks and women—have struggled for equal rights. Whether they've succeeded is questionable, for equality is an amorphous multidimensional concept.

The idea of equality, as any literate American will tell you, lies at the heart of our democratic way of life. Yet, how often have you seriously pondered or talked about it, or even heard it discussed frankly by others? If you say rarely or never, the thesis of your SAT essay may concur with Neal Gabler, the author of the prompt, who claims that readily available facts and information have displaced ideas in our day-to-day lives. Think for a moment about your interactions with friends, classmates, teachers, and family. Do you talk mostly of mundane, everyday things, or does your conversation sometimes veer toward lofty topics like the human condition, spirituality, effects of digital communication, theories of art, the meaning of truth, and so forth? A list of big, intellectually demanding ideas can go on and on, but if your interests and concerns rarely or never drift in that direction, your experience might well confirm Gabler's view.

On the other hand, as a consequence of your studies, reading, observation, and experience your head may be bursting with great, often stimulating, ideas. Perhaps you're absorbed or even obsessed with profound issues of government, economics, religion, war, sex, the environment, education, and other matters. Perhaps a life of thought and contemplation is what you envision for yourself. If that is you, your essay might argue that Gabler is off base. You could even begin your essay by pointing out that Gabler's own provocative idea—that we live in a world increasingly bereft of ideas—contradicts the very thesis he expounds.

As always in an SAT essay, you can take a middle-of-the-road position. You may discern, for instance, that many people are both well stocked with information and attuned to big ideas. Scientists, artists, farmers, engineers, doctors, accountants, architects, salespeople, lawyers, statesmen and stateswomen—people of all stripes—have somehow learned to balance today's frenzy for information with the leisurely contemplation of ideas. For them reflecting on ideas is more than simply a way to pass the time, for ideas often have utilitarian value. Even highly abstract ideas can be employed to help make decisions, solve problems, and stimulate the imagination. In fact, thoughtful individuals with a knack for judiciously combining information and ideas might serve as models of rationality in an increasingly jumbled world. What's more, such people might well be the focus of a good SAT essay.

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Answer Explanations

Note: Although some choices contain multiple errors, only one or two major errors are explained for each incorrect choice.

SECTION 2—IMPROVING SENTENCES



TIP

Key to Levels of Difficulty

	Percentage of students likely to answer correctly
Rating	
EASY	>80%
MEDIUM	>65%
HARD	<65%

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5. C A. Faulty parallelism. Coordinate elements in a sentence should be in parallel form. The verb phrase *transported on its roads* is not parallel to *to bury it inside its borders*
B. Idiom error. The construction *neither ... or* is not standard English. Use *neither ... nor*.
D. Redundancy. The phrases *not only* and *but in addition also* are redundant.
E. Shift in verb tense. The sentence, cast in the present tense, shifts to the past perfect.
HARD

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10. **B** A. Faulty subordination. The conjunction *while* fails to create a logical relationship between the two clauses in the sentence.
- C. Mixed construction. The verb *made* has no logical relationship with the subject of the sentence.
- D. Faulty subordination. The conjunction *although* fails to create a logical relationship between the two clauses in the sentence.
- E. Mixed construction. The verb *makes* has no logical relationship with the subject of the sentence.
- MEDIUM

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13. E No error.
EASY

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32. C A. This is a sentence fragment. It lacks a main verb.
B. This sentence contradicts the idea stated in sentence 5.
C. This choice develops the point stated in sentence 5. It is the best answer.
D. This choice is irrelevant to the idea in sentence 5.
E. This sentence is written in a hostile and inappropriate tone.

MEDIUM

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SECTION 3—IMPROVING SENTENCES

1. **D** A. Dangling participle. The phrase that begins *Having a mother* should modify *Rosie* instead of *the violin and the piano*.
B. Dangling participle. The phrase that begins *Having a mother* should modify *Rosie* instead of *violin and piano*.
C. Dangling participle. The phrase that begins *Having a mother* should modify *Rosie* instead of *two instruments*.
E. Awkwardness. The phrase *learned the playing of* is awkwardly expressed.

MEDIUM

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10. E A. Misplaced modifier. Move *either* to follow *intended*. Then add *to* before *abolish*.
B. Idiom. In context, the phrase *about which* is not standard English.
C. Parallelism error. Coordinate elements must be in parallel form. *Challenging* is not in the same form as *to abolish*. Use *or abolishing*.
D. Parallelism error. Coordinate elements must be in parallel form. *A challenge* is not in the same form as *or it abolished*. Use *an attempt to abolish*.
HARD

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