Help students prepare for success when taking the SAT and SAT II tests

Author
The Princeton Review
TO THE TEACHER

The SAT/SAT II Test Practice is designed to provide instruction and practice in the types of questions found on standardized achievement tests. The practice tests closely parallel the format and approach used on the new SAT I: Reasoning Test and SAT II: Subject Tests. The 38 lessons in this booklet provide instruction and practice in the following kinds of SAT I questions: analogy, sentence completion, critical reading, mathematics, quantitative comparison, and grid-in questions. In addition, instruction and practice is also provided for the SAT II: Writing Test, the SAT II: American History and Social Studies Test, and the SAT II: World History Test.

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AN OVERVIEW OF THE SAT I AND II

The Scholastic Assessment Tests consist of the SAT I: Reasoning Test and 22 different SAT II: Subject Tests. The SAT I tests vocabulary and reading in its verbal sections; its mathematics sections cover arithmetic, algebra, and geometry. The SAT II tests specific subjects.

This book will help you prepare for the SAT I: Reasoning Test and for three of the SAT II: Subject Tests—the Writing Test, the American History and Social Studies Test, and the World History Test. The SAT I: Reasoning Test contains seven sections, as follows:

- 3 Verbal Reasoning sections, consisting of multiple-choice analogy, sentence completion, and critical reading questions
- 3 Mathematics Reasoning sections, consisting of multiple-choice questions, grid-in questions, and multiple-choice quantitative comparisons about arithmetic, algebra, geometry, and such miscellaneous topics as probability and data interpretation
- 1 experimental section (either Verbal or Mathematics), which will not be counted as part of your score (It is used to try out questions for future tests.)

The three SAT II: Subject Tests discussed in this book contain other kinds of questions:

- The SAT II Writing Test: An essay question plus 60 multiple-choice questions covering error identification, sentence correction, and revision-in-context issues
- The SAT II American History and Social Studies Test: 90–95 multiple-choice questions that emphasize American history from pre-Columbian times to the present
- The SAT II World History Test: 95 multiple-choice questions that emphasize major world cultures and basic historical techniques

PREPARING TO TAKE THE SAT I AND SAT II

The most important preparation for either the SAT I or the SAT II is practice. The more you practice, the more familiar you will become with test directions and the kinds of questions that are likely to appear on the test you take—and the better the chance of doing well. This book provides practice for every type of question that appears on the SAT I: Reasoning Test and three of the SAT II: Subject Tests. As you work through it, you will learn:

- To understand the instructions for each different type of question
- To allocate your test time effectively
- To use some simple strategies to maximize your test scores
- To use the process of elimination to select the correct answer
- To mark your answer sheet properly, so you get credit for all your correct answers
- To gain confidence in your test-taking abilities

Coverage of each kind of question includes an introduction to the question format, specific strategies for answering that type of question, and additional practice. Don’t stop when you think you have learned how to answer one type of question; rather, continue until you have answered all the questions in every lesson. Then you can go on to take practice tests under timed conditions. Previously administered SATs are the best full-length practice tests you can use.
SOME SIMPLE STRATEGIES FOR TAKING THE SAT I AND SAT II

You will find specific advice about strategies for each type of question in the lessons to come. Here are some simple general strategies that will also help.

1. **Answer all the questions you are sure of before you spend time on the questions you find difficult.** Your goal is to get the largest number of correct answers that you can, so make sure that you give yourself the time to answer all those you know. On your test booklet, mark the questions you aren’t sure of, and cross out the answer choices you have eliminated, so you can return to those questions later and work out your answers. Most groups of questions of the same type are organized so that they start out with easy questions and work up to more difficult ones.

2. **Easy questions and difficult questions offer the same amount of credit.** Answer easy questions carefully, then go on to questions of medium difficulty, and work slowly and carefully on those, as well. The sections are timed so that most people will have to rush to finish, and that causes careless errors. Unless you are trying to score above 650 in either Math or Verbal, you should not finish a section. You should leave the most difficult questions blank, and be sure you answered the easy and medium questions correctly. If you find you have time left, then you can try some of the most difficult questions.

3. **To find the right answer, eliminate all the wrong answers.** When you take the SAT I or an SAT II, try to think like a detective solving a crime. You may not be sure of the right answer, but usually you can be certain that some of the answers are wrong. In your test booklet, immediately cross out the answer choices that are wrong, so you can focus only on the choices that might be right. This technique can reduce the time you spend on the question; it also can help you focus on the real problem.

4. **Know when to guess—and when to skip a question.** If a multiple-choice question gives you five possible answers, then, ideally, you may be able to eliminate the four wrong choices and select the right answer. If that is not the case, follow these guidelines:
   - If you can eliminate three wrong answers, leaving two “possibles,” your chance of guessing the right answer is 50%. Your best strategy is to guess, marking your answer sheet with one of the two “possibles.” When you guess correctly (as the law of averages says will happen in about half the cases), you will gain a point. When you guess incorrectly, you will lose only a fraction of a point (one-fourth of a point if there are five answer choices). Therefore, guessing the answer from two “possibles” is statistically likely to maximize your score.
   - If you can eliminate two wrong answers, leaving three “possibles,” your chance of guessing the correct answer is 33%. Your best strategy is to guess from among the three remaining answer choices. When you guess correctly, you will gain one point; when you guess incorrectly, you will lose only one-fourth of a point. For every three guesses, then, you will gain one-half of a point (plus one point for the correct answer, minus one-fourth of a point for each of the two incorrect answers).
   - If you can eliminate one wrong answer, leaving four “possibles,” your chances of guessing the right answer is 25%, or one out of every four questions. Again, remember that you will earn a full point for each correct answer but lose only a fraction of a point for an incorrect answer. For questions with five answer choices, you would gain one-quarter of a point, on the average, for every four questions at which you guessed. In this case, therefore, if you are sure you can eliminate at least one answer, go ahead and guess.
   - If you think all five possible answers might be right, then you have only a 20% chance of guessing the right answer. In this case, your best strategy is to skip the question, remembering that unanswered questions count neither for you nor against you.

5. **The day before you take your test, review the specific strategies for each type of question.** Gather the testing materials you will need—your admission ticket (or the materials you will need to take the test on a standby basis), proper identification, two No. 2 pencils with erasers, and an appropriate calculator (depending upon the test you are taking). Then let yourself relax. Go to a movie, watch a TV show, read, play a game—anything you find relaxing. Be sure to get a good night’s sleep, eat breakfast, and go to the test site the next morning ready to achieve your personal best!
SAT I ANALOGY QUESTIONS

Questions based on analogies are the second of the three types of verbal questions you will see on the SAT I. The SAT I will contain 19 analogy questions. An analogy is a statement that the relationship between two words is the same as the relationship between two other words.

The directions and format for analogy questions on the SAT I will be as follows:

Directions: Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

**Example:**

GENERAL : ARMY : :
- (A) general : officer
- (B) dentist : drill
- (C) principal : class
- (D) navy : admiral
- (E) president : corporation

The analogy will be completed correctly by the lettered pair in which the relationship is most similar to that between general and army. You can use the following steps to solve an analogy question:

**Step 1:** Briefly state the relationship between the two capitalized words in the first part, or stem, of the analogy. For the example question, you might write, “A general is a high-ranking officer in the army.” Many sentences will state some relationship between the given words, but you will usually find that a more specific sentence, rather than a less specific one, works better in completing the analogy. For instance, the sentences “A general is in the army,” “An army needs a general,” and “A general has authority in the army” are all true; however, these statements are not very useful in identifying the best choice from among the lettered pairs.

**Step 2:** Try each of the lettered choices in the statement you wrote in Step 1. Eliminate any choices that do not make sense in your statement. In the example question, choices (A) and (B) are quickly eliminated in this way:


Choice (B): Is a dentist a high-ranking officer in the drill? No. Eliminate (B).

You may be tempted to pick choice (D) on the basis of a statement such as “An admiral is a high-rank- ing officer in the navy.” However, this statement makes sense only if you reverse the order of the terms navy and admiral. The order of words is part of their relationship and must not be changed.

Choice (D): Is the navy a high-ranking officer in the admiral? No. Eliminate (D).

**Step 3:** If two or more choices remain after Step 2, examine them carefully. Choices (C) and (E) remain, and (C) may seem correct because a principal has authority over the students in a class as a general has authority over the soldiers in an army. Yet a principal is not an officer and is not in a class. Choice (E) expresses a relationship closer to that between general and army: A president is a high-ranking officer in a corporation. Choice (E) is the correct one.

Analogies on the SAT I will involve many different kinds of relationships. Consider the following example:

SAFE : THREAT : :
- (A) young : baby
- (B) healthy : disease
- (C) expensive : wealth
- (D) democratic : king
- (E) athletic : injury
To describe the relationship between the words in the stem, you might write, "One is safe when a threat is eliminated," or perhaps, "One is not safe when there is a threat." Substituting the words from Choices (A) and (C) into either statement quickly eliminates those possibilities. The remaining choices must be examined more carefully.

Choice (B): Is one healthy when disease is eliminated? Health is the absence of disease, so this choice appears to be correct.

Choice (D): Is a country democratic when a king is removed? No; a king might be replaced by a dictator. Eliminate (D).

Choice (E): Is a person athletic if an injury is eliminated? Does an injury prevent a person from being athletic? The answer in both cases is "not necessarily." Eliminate (E).

The correct answer to this analogy question is (B).

**EXERCISE A**

Interpreting Analogies. On a separate sheet of paper, rewrite each of the following analogies in words only, replacing each "::" with an appropriate word or phrase, being as specific and definitional as possible. Then write brief statements describing the similar relationships between the words in each pair.

1. patriot : loyalty :: zealot : fanaticism
   2. odometer : distance :: scale : weight
   3. hammer : carpenter :: scissors : hairdresser

**EXERCISE B**

Directions: Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

5. FLABBERGASTED : SURPRISE :: (A) emphasized : weakness
   (B) overpopulated : people
   (C) predicted : illness
   (D) flinched : movement
   (E) exuberant : happiness

6. PERSUASIVE : SALESPERSON :: (A) fearful : explorer
   (B) deft : laborer
   (C) influential : carpetbagger
   (D) dramatic : actor
   (E) graceful : ballerina

7. ABHORRENCE : AFFECTION :: (A) joy : serenity
   (B) sensitivity : angst
   (C) conformity : individualism
   (D) feebleness : loneliness
   (E) value : cost

8. DEFEND : LAWYER :: (A) influence : toddler
   (B) cooperate : dancer
   (C) manage : steward
   (D) imagine : king
   (E) decide : harmonizer

9. RIVER : FORD :: (A) ocean : sea
   (B) pollution : air
   (C) mountain : pass
   (D) import : tariff
   (E) creek : brook

10. LION : CAT :: (A) alligator : reptile
    (B) wolf : pack
    (C) ram : sheep
    (D) puppy : dog
    (E) marsupial : kangaroo
STRATEGIES FOR SOLVING SAT I ANALOGY QUESTIONS–I

The following are some types of relationships exhibited by word pairs in analogy questions:

- The relationship of whole to part or of part to whole
  act : play : : chapter : novel
  (part : whole : : part : whole)

- The relationship between an object/person and its characteristic
  liar : dishonesty : : sage : wisdom
  (person : characteristic : : person : characteristic)

- The relationship between an object/quality and an object/quality it lacks
  miserly : generosity :: accurate : error
  (quality : quality :: quality : quality)

You will find answering SAT I analogy questions easier if you understand these basic facts:

1. Each group of analogy questions is arranged in a rough order of difficulty, from easiest through hardest. Start by doing all the analogies for which you know the stem words.

2. Almost all of the relationships tested in analogy questions depend on knowledge of the definitions of the words.

3. In any question, all five of the choices will have the same parts of speech, in the same order, as the words in the stem of the analogy. Even if you are unfamiliar with one or both of the words in the stem, you still can eliminate one or more choices. Consider the following example:

   SUBPOENA : WRIT : :
   (A) chorus : rehearsal
   (B) spruce : evergreen
   (C) island : river
   (D) proponent : opponent
   (E) regret : explanation

   You may not know what either subpoena or writ means, or even what part of speech these words are. A quick survey of the lettered choices, however, locates two in which the words clearly are nouns: (A) and (C). Thus, all words in this question, including subpoena and writ, are nouns.

   Your next tactic is to eliminate any choices in which only a far-fetched relationship could be found. Analogy questions on the SAT I may be tough, but they are not far-fetched. Is there a clear, reasonable relationship between island and river? No; there might be an island in a river, but there is no necessary connection. Choice (C) can be eliminated, as can (E) by similar reasoning.

   Look again at the words in the stem. You can be fairly sure that writ has something to do with writing; since it is a noun, it probably means something in written form. Whatever a writ is, it is unlikely to have an opposite. The words in (D) are opposites. (You know what an opponent is, probably from sports, and the prefix pro-, meaning “for,” strongly suggests that a proponent is one who is in favor of rather than against something.) Therefore, it is fairly safe to eliminate (D).

   What are the relationships in the two remaining word pairs? A chorus takes part in a rehearsal, and a spruce is a kind of evergreen. Whatever a subpoena is, it probably is not something that would take part in something in writing. In all likelihood, a subpoena is a type of writ, just as a spruce is a type of evergreen. In fact, a writ is a written court order, and a subpoena is a writ ordering someone to appear in court. Thus, you can close in on the correct answer, (B), even without knowing exactly what the given words mean.
EXERCISE

Directions: Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

1. MONEY : BANK
   (A) chapter : book
   (B) ship : port
   (C) goods : warehouse
   (D) building : city
   (E) wine : glass

2. ELEVATOR : LIFT
   (A) carpenter : build
   (B) radio : repair
   (C) shoe : shine
   (D) restaurant : eat
   (E) oven : cook

3. JAM : FRUIT
   (A) bread : crumb
   (B) pasta : flour
   (C) salad : dressing
   (D) barley : grain
   (E) pie : crust

4. DEGREE : TEMPERATURE
   (A) contents : package
   (B) yardstick : distance
   (C) pound : scale
   (D) minute : time
   (E) amplifier : music

5. SPY : INFORMATION
   (A) robber : banks
   (B) embezzler : funds
   (C) arsonist : fires
   (D) soldier : battles
   (E) writer : ideas

6. HURRICANE : WIND
   (A) ripple : ocean
   (B) flood : water
   (C) lightning : cloud
   (D) blizzard : snow
   (E) drop : rain

7. FUNNY : HILARIOUS
   (A) superficial : reduced
   (B) hungry : ravenous
   (C) hidden : prodigious
   (D) morose : lighthearted
   (E) interesting : absurd

8. SALUTATION : LETTER
   (A) appendix : book
   (B) reference : citation
   (C) prologue : play
   (D) signature : check
   (E) bibliography : page

9. JUVENILE : MATURITY
   (A) boorish : tact
   (B) virtuous : skill
   (C) bewildered : doubt
   (D) childish : behavior
   (E) irascible : anger

10. EPICUREAN : PLEASURE
    (A) inquisitive : collaboration
    (B) vindictive : revenge
    (C) prolific : immortality
    (D) indifferent : honesty
    (E) sympathetic : cruelty
STRATEGIES FOR SOLVING
SAT I ANALOGY QUESTIONS – II

Some additional types of word relationships on which analogies may be based are the following:

- The relationship of a person/object to the normal function or action of that person/object
  
  **joke : amuse :: insult : offend**
  (object : function) : (object : function)
  
  **knife : carve :: refrigerator : cool**
  (object : function) : (object : function)

- Differences in degree
  
  **old : ancient :: steep : precipitous**
  (lesser degree : greater degree) : (lesser degree : greater degree)
  
  **delicious : tasty :: incomprehensible : confusing**
  (greater degree : lesser degree) : (greater degree : lesser degree)

The better your vocabulary, the better you should do on the analogy questions on the SAT I. One way to expand your vocabulary is to examine unfamiliar words for prefixes, roots, and suffixes whose meanings you know. This technique should help you deduce the meaning of unfamiliar words. Consider the following example:

CARETAKER : NURTURE :

(A) inventor : incapacitate
(B) nurse : pacify
(C) family : legalize
(D) oppressor : subjugate
(E) linguist : compromise

*Nurture* may be an unfamiliar word to you, and at first it may seem difficult even to identify the part of speech of the second word in each pair. *Compromise*, for example, can be either a noun or a verb. However, the suffixes -fy in (B) and -ize in (C) are verb-forming suffixes, so all the word pairs must consist of a noun and a verb. By looking at word parts, you can figure out that pacify means “make peaceful” and legalize means “make legal.” Since these actions have no reasonable connection with *nurse* and *family*, choices (B) and (C) can be eliminated. Next, consider the other choices.

Choice (A): The prefix *in-* often means “not” (though this is not its only meaning), and *-capacit-* suggests a meaning of “capacity” or “ability.” *Incapacitate* probably means “make unable” or “deprive of power.” Since there is no clear connection between *inventor* and these meanings, eliminate (A).

Choice (D): *Subjugate* is probably unfamiliar to many students. The prefix *sub-* means “under,” and the suffix -ate means “act on.” You can guess that *subjugate* means “act on to bring under one’s power”; thus, this word may well have a relationship to *oppressor*. Keep this possibility in mind.

Choice (E): If you do not know what a *linguist* is, look at the parts of the word: *lingu-* is found in a slightly different form in “language” and also in “bilingual.” This word element means “language,” and the suffix -ist can mean “one who does.” Thus, a linguist is one who studies or speaks many languages. Again, the words in (E) have no clear relationship, so this choice also can be eliminated.

The choice that remains, (D), is correct. *Subjugate* does indeed mean “bring under one’s power,” an activity associated with an oppressor, and *nurture* means “care for,” an activity associated with a parent. You can solve this analogy faster, of course, if you know what *nurture* means. You should work hard on your vocabulary in preparing for the SAT I, but don’t despair when you meet an unfamiliar word on the test.
EXERCISE

Directions: Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

1. SWELTERING : WARM ::
   (A) cold : frigid
   (B) feeble : weak
   (C) joyful : miserable
   (D) sensitive : sensible
   (E) wild : civilized

2. ATTORNEY : LITIGATION ::
   (A) gardener : cultivation
   (B) architect : excavation
   (C) swimmer : dialogue
   (D) jogger : sensation
   (E) drummer : reverberation

3. SEISMOGRAPH : EARTHQUAKE ::
   (A) tablespoon : sound
   (B) scale : weight
   (C) hospital : tonsil
   (D) necklace : gold
   (E) dam : water

4. HUNGRY : VORACIOUS ::
   (A) expensive : valuable
   (B) large : prodigious
   (C) impoverished : enriched
   (D) industrial : industrious
   (E) satisfactory : adequate

5. VERSIFY : POET ::
   (A) command : navigator
   (B) waken : warden
   (C) collaborate : taxpayer
   (D) conciliate : diplomat
   (E) seclude : philosopher

6. BANAL : EXTRAORDINARY ::
   (A) clever : ingenious
   (B) negligent : lawful
   (C) profound : innovative
   (D) adjacent : close
   (E) weighty : light

7. SUBSERVIENT : OBEDIENT ::
   (A) silent : eloquent
   (B) transient : transcendent
   (C) guilty : gullible
   (D) perceptive : boastful
   (E) vociferous : talkative

8. MARINER : SAIL ::
   (A) sculptor : enact
   (B) philanthropist : abandon
   (C) liar : prevaricate
   (D) jurist : relinquish
   (E) antagonist : shorten

9. THIN : EMACIATED ::
   (A) disorganized : chaotic
   (B) obscure : comprehensible
   (C) populous : productive
   (D) complacent : frivolous
   (E) financial : capitalistic

10. DETECTIVE : SURVEILLANCE ::
    (A) herbivore : savanna
    (B) physician : panacea
    (C) geyser : glaciation
    (D) rebel : condemnation
    (E) seer : prognostication
STRATEGIES FOR SOLVING SAT I ANALOGY QUESTIONS – III

In many analogy questions on the SAT I, the relationship between the given pair of words is not of the types discussed in Lessons 2, 3, and 4. For example, consider the following analogy question:

LAWSUIT : SETTLEMENT ::
(A) verdict : trial
(B) war : treaty
(C) pessimism : hopelessness
(D) lawyer : negotiation
(E) atheism : disbelief

It may not be obvious at first what clear, reasonable relationship there is between lawsuit and settlement. If you think of settlement only in connection with moving to a new living place (as in “the settlement of the West”), you would have to stretch to find any connection. However, settlement also means “the act of settling a dispute,” so a lawsuit may be ended by a settlement between the parties involved. Is there a similar relationship between the words in any of the choices? You might eliminate choices in an order such as the following:

Choice (C): Although pessimism (the tendency to expect the worst) may lead to hopelessness, hopelessness would not bring pessimism to an end, as a settlement would end a lawsuit. Eliminate (C).

Choice (D): Negotiation is an activity in which a lawyer might engage, but this is not the same relationship as in the stem pair of words. Eliminate (D).

Choice (E): Atheism (disbelief in the existence of God) is a particular kind of disbelief. This is not the same relationship as in the stem pair of words. Eliminate (E).

Choice (A): A trial usually ends in a verdict, and a verdict settles some question, such as guilt or innocence. Thus, (A) may seem the correct choice. However, the words in (A) are in the wrong order to have the same relationship as the stem pair. Eliminate (A).

Is the remaining choice, (B), reasonable? Yes; the hostilities in a war may be settled by a treaty, just as the conflict of a lawsuit may be ended by a settlement. Thus, (B) is the correct choice.

Sometimes examining the answer choices helps in identifying the relationship between the words in the stem. For example, consider the following analogy question:

POLLUTION : ENVIRONMENT ::
(A) toll : highway
(B) aftershock : earthquake
(C) budget : funds
(D) slander : reputation
(E) square : quadrilateral

You might state a relationship between the stem words in a sentence such as “There is pollution in the environment,” but examination of the lettered choices shows that none of them exhibits a similar relationship. In such a case, it is often a good idea to let the answer choice word pairs suggest relationships that may also hold between pollution and environment. Quickly state the clearest relationships you can think of between the words in each pair:

(A): A toll is paid to use a highway.
(B): An aftershock follows an earthquake.
(C): A budget is a plan for managing funds.
(D): Slander harms a person’s reputation.
(E): A square is a kind of quadrilateral.
Is there a relationship between pollution and environment that is similar to any of these relationships? 
Yes; pollution harms the environment, just as slander harms a person’s reputation. Now it is easy to see that (D) is the correct answer.

The more you practice solving analogies, the better you will become at identifying relationships between words. Logical thinking and a strong vocabulary are the tools for success on analogy questions.

EXERCISE

Directions: Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

1. COACH : ATHLETE ::
   (A) musician : pianist
   (B) captain : flight
   (C) general : soldier
   (D) banker : dollar
   (E) collector : stamps

2. CONSTITUTION : PREAMBLE ::
   (A) book : preface
   (B) credits : movie
   (C) law : legislator
   (D) document : analysis
   (E) athlete : tryout

3. AMPLIFIER : HEAR ::
   (A) telescope : see
   (B) typewriter : spell
   (C) keyboard : touch
   (D) stethoscope : cough
   (E) bloodhound : follow

4. CATERPILLAR : MOTH ::
   (A) worm : bird
   (B) infant : toddler
   (C) grandparent : grandchild
   (D) cat : kitten
   (E) tadpole : frog

5. HISTORIAN : DOCUMENTS ::
   (A) gourmet : seasonings
   (B) archaeologist : artifacts
   (C) novelist : plots
   (D) conductor : cellists
   (E) electrician : circuits

6. TRAITOR : LOYALTY ::
   (A) executive : power
   (B) investor : hesitation
   (C) misanthrope : suspicion
   (D) fanatic : apathy
   (E) employee : dedication

7. THEATER : PLAY ::
   (A) museum : exhibit
   (B) cage : bird
   (C) podium : speaker
   (D) symphony : orchestra
   (E) arena : crowd

8. PARCH : MOISTURE ::
   (A) vex : annoyance
   (B) chill : warmth
   (C) saturate : water
   (D) terminate : ending
   (E) revere : joy

9. DEMAGOGUE : PROPAGANDA ::
   (A) accountant : bookkeeper
   (B) surgeon : scalpel
   (C) lobbyist : influence
   (D) criminal : imprisonment
   (E) geologist : rocks

10. GARRULOUS : TALK ::
    (A) content : complain
    (B) amusing : chuckle
    (C) amiable : persist
    (D) recalcitrant : resist
    (E) polite : accept
PRACTICE IN SOLVING
SAT I ANALOGY QUESTIONS

The analogy questions in this lesson provide you with additional practice for the SAT I. As you tackle them, keep the following pointers in mind:

1. State the relationship between the words in the stem as clearly and specifically as you can.

2. If you don’t see a clear relationship between the stem words, examine the lettered choices for relationships that also may hold between the words in the stem.

3. Don’t waste time looking for far-fetched relationships.

4. When you don’t know the meaning of one or more of the words, you still can (a) eliminate any choices in which there is no clear relationship between the words and (b) use what you know about prefixes, roots, and suffixes to get an idea of what unfamiliar words mean.

EXERCISE

Directions: Each question below consists of a related pair of words or phrases, followed by five pairs of words or phrases labeled A through E. Select the pair that best expresses a relationship similar to that expressed in the original pair.

1. ENROLL : SCHOOL ::
   (A) invite : party
   (B) prospect : gold
   (C) elect : legislature
   (D) enlist : navy
   (E) report : newscast

2. ARID : DRY ::
   (A) talkative : taciturn
   (B) noble : base
   (C) judicious : deft
   (D) rotund : jagged
   (E) rapturous : happy

3. EXILE : COUNTRY ::
   (A) expel : school
   (B) cure : disease
   (C) solve : problem
   (D) convoke : audience
   (E) recant : statement

4. CARTOGRAPHER : MAP ::
   (A) optician : vision
   (B) doctor : medicine
   (C) harbinger : message
   (D) choreographer : dance
   (E) plumber : leak

5. SMALL : INFINITESIMAL ::
   (A) tiny : infinite
   (B) sad : miserable
   (C) fervent : zealous
   (D) weighty : heavy
   (E) general : specific

6. LABORER : FACTORY ::
   (A) studio : musician
   (B) carpenter : tools
   (C) chemist : laboratory
   (D) teacher : principal
   (E) singer : voice

7. VENERATE : RESPECT ::
   (A) vacillate : choose
   (B) detest : dislike
   (C) fertilize : reap
   (D) deposit : withdraw
   (E) undermine : support

8. PEAK : MOUNTAIN ::
   (A) fortnight : time
   (B) river : valley
   (C) scalp : head
   (D) pedestal : statue
   (E) lid : can
9. RIVER : SILT ::
   (A) glacier : moraine
   (B) dam : river
   (C) deposit : interest
   (D) vein : artery
   (E) canal : irrigation

10. INSULAR : ISLAND ::
    (A) arctic : arboretum
    (B) stagnant : statute
    (C) martial : martyr
    (D) fictional : novel
    (E) caustic : cause

11. LIE : MISLEAD ::
    (A) reward : discourage
    (B) apology : forgive
    (C) joke : amuse
    (D) promotion : direct
    (E) quarrel : resolve

12. GYMNAST : AGILITY ::
    (A) celebrity : fame
    (B) apprentice : education
    (C) rogue : solidarity
    (D) journalist : story
    (E) prodigy : theory
Sentence completion questions require you to select the word or pair of words that best complete the meaning of the sentence as a whole. Sentence completion will include some items that are standard vocabulary-in-context questions. Other sentence completion questions test your ability to comprehend logical relationships between parts of a sentence. These questions require reasoning ability as well as knowledge of vocabulary. Knowing what all the words mean will eliminate obstacles to understanding the sentence. Knowledge of the subject matter also will help guide you to the right answer. However, even if you are unfamiliar with the topic of the sentence and don’t recognize all the words, you still can reason your way to the correct answer by using the strategies that will be explained in this lesson and the two that follow.

The first step in answering sentence completion questions correctly is to become familiar with the format of the question. Here are the SAT I directions for sentence completion questions:

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

Example:

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

(A) tasteless . . respectable
(B) extensive . . moderate
(C) sophisticated . . amateurish
(D) risque . . crude
(E) perfect . . spectacular

Working through this example will help you to understand the format of sentence completion questions on the SAT I. The word although signals that the content of the first clause contradicts the content of the second clause. Thus, the word in the first blank should be approximately opposite in meaning to the word in the second blank. The answer will be a pair of words that are antonyms. That eliminates (D), in which the two words are similar in meaning, as well as (E). Although the words in choice (E) are not synonyms, they both denote positive and desirable qualities and are therefore not inherently contradictory. So thanks to the simple clue of although, two of the five choices have already been eliminated.

The next clue is the word and. The word that fits into the second blank is part of a series of adjectives that is joined to the rest by and. This tells you that the word for the second blank will have to be similar to the other adjectives in the series: intelligent, well acted, handsomely produced. Those adjectives are positive words, praising the film, which is the subject of the sentence. Thus, the word that fills the second blank must also be a positive word. That eliminates (C), since amateurish is always negative when applied as a critical judgment. Choice (B) also can be eliminated because, although the words are antonyms, they are in the wrong sequence. The first word is positive and the second word is neutral. Only (A) meets both requirements. The two words are antonyms, and the second word is positive compared to the first word. (A) is the correct answer.
The preceding directions and example is a type of sentence completion question in which two words must be chosen. Another type of sentence completion question requires only one word to be filled in. Here is an example:

If these gains do not occur, household income growth in real dollars could ---- over this forecast period.

(A) increase
(B) diverge
(C) stagnate
(D) inflate
(E) maximize

At first glance, this economic jargon may seem hard to penetrate, but once you work out the meaning of the sentence, it is easy to spot the right answer. Cross out all the modifiers and you are left with a simple sentence: “If gains do not occur, growth could ----.” Now you can see that the blank has to be filled with a word that is similar to the idea “gains do not occur.” That rules out (A), (D), and (E), all of which mean “to grow.” (Since there is only one “best” answer on the SAT-I, whenever you see an answer choice with the same meaning as another answer choice, you know they are both wrong.) You are left to choose between (B) and (C). Because diverge is irrelevant in this context, you are left with stagnate—the only choice that is more or less a synonym for “gains do not occur.” (C) is the correct answer.

Before you go on to learn about specific strategies for each type of sentence completion question, practice getting used to the format by tackling this exercise.

EXERCISE

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

1. Five years of drought have caught the state’s water managers ---- and seemingly without a solution to the problem.
   (A) bankrupt
   (B) energetic
   (C) unprepared
   (D) confident
   (E) optimistic

2. Offensive racial slurs are both ---- and ----.
   (A) annoying . . amusing
   (B) helpful . . intelligent
   (C) uplifting . . depressing
   (D) just . . unjust
   (E) derogatory . . destructive

3. Robin is an ----, always ready to believe the best about everyone and everything.
   (A) obfuscator
   (B) optimist
   (C) usurper
   (D) oppressor
   (E) inquisitor

4. Since the mayor neither praised nor ---- the striking workers, both sides were satisfied with her ----.
   (A) applauded . . acumen
   (B) blamed . . impartiality
   (C) supported . . fairness
   (D) attacked . . prejudice
   (E) noticed . . ignorance

5. The Bill of Rights provides a ---- that every citizen will have the right to free speech.
   (A) prohibition
   (B) hypothesis
   (C) guarantee
   (D) question
   (E) litigation
STRATEGIES FOR SOLVING SAT I SENTENCE COMPLETION QUESTIONS – I

When you take the SAT I, you will find sentence completion questions in two of the three verbal sections, with a total of 19 questions in all. Each set will probably contain a mixture of questions, some with one blank to fill and others with two blanks. In this lesson, you will learn the strategies for solving questions with one blank; the following lesson will focus on strategies for two-blank questions.

Most sentence completion questions on the SAT I are easy to solve, once you learn the general strategy. They may look difficult because the subject matter is strange and the sentences are complex, but the actual words used in the choices are usually not difficult. You probably have mastered the vocabulary already; you just need to learn how to locate the key words that will point you to the correct answer.

Sentence completion questions are constructed so there is only one "best" answer. That means there must be clues to the answer embedded in the sentence. For example, you would not be given a sentence like this: Most readers will find the book ----. Many adjectives could fill that blank satisfactorily: dull, puzzling, revolting, exciting, inadequate, uninteresting, and so on. In order to be able to narrow down the possible choices, the sentence must give you clues to find the correct word for the blank. Often the sentence contains one or more key words that point the way to the best answer. Here are some hints on looking for those clues when you answer one-blank sentence completion questions.

1. Identify the subject and verb of the sentence. Sentence completion questions can confuse you because they involve complex sentences. To help you solve sentence completion questions, locate the subject and verb of the independent clause of the sentence. Once you have clarified the structure of the sentence, you can usually recognize the relationship of the word in the blank to other words in the sentence.

2. Ask yourself, “What is the word in the blank about?” and then, “What else in the sentence talks about that?” The answer to your second question will be a clue to what goes in the blank. If the sentence is "Melvin’s attitude was so ---- that he often received reprimands from his employer,” you can ask yourself these questions. What is the word in the blank about? Well, it is about Melvin’s attitude. What else in the sentence talks about that? We know that his employer reprimands him for his attitude. Thus, his attitude can only be poor, and the word that goes in the blank must be negative.

3. Look for colorful words that convey a strong feeling or tone. Colorful words in the sentence may be clues to the right answer. Pay special attention to adverbs and adjectives. If something is described as threadbare or brilliant, for example, the adjective is likely to be a clue to the meaning of the word in the blank. The more descriptive a noun or verb is, the more likely it is to be a key word and clue to the correct answer.

4. Look for the words that explain how the word in the blank is related to the rest of the sentence. You might not notice these little words the first time you read the sentence, so learn to search for them immediately.
   - and: Choose a word similar in meaning to the others in the series. When and joins two clauses, locate the clue in the other clause that the word in the blank agrees with.
   - though, or, but: Choose an antonym of the other words in the list. When or or but joins two clauses, look for the clue in the other clause that the word in the blank opposes.
   - not: Choose an antonym of the clue.
   - since, because: Choose a word that is more or less synonymous with the clue in the main clause. There is one exception: If one of the clauses contains not, then choose an antonym.
Look at the structure of the sentence. The sentences in the sentence completion questions tend to be complex, with linked independent clauses, or one or more dependent clauses. Those additional clauses are there because they provide clues you need to solve the question. Look at the following example:

The archeologist enjoyed the ---- life she led while gathering artifacts; she never stayed at any one site long enough to get bored.

(A) stealthy
(B) nomadic
(C) clamorous
(D) indiscreet
(E) rustic

If this sentence stopped at the end of the first independent clause, it would be impossible to guess the best answer. The clues are contained in the second clause, the one to the right of the semicolon. The semicolon acts as an "equals" sign, telling you that the two clauses mean approximately the same thing. The correct answer must mean the same as “not bored” or “not at the same site long.” Only choice (B) fits this requirement.

EXERCISE

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

1. As his record and work ethic were ----, the lieutenant was confident of a promotion.
   (A) satisfactory
   (B) shocking
   (C) reproachable
   (D) exemplary
   (E) insignificant

2. Visitors to Oakland are favorably impressed by the city’s ----.
   (A) vitality
   (B) poverty
   (C) neutrality
   (D) indebtedness
   (E) blandness

3. The Budget Director had become ---- by her work; she was not able to leave the office before 8 p.m., and she went in every weekend.
   (A) bored
   (B) overwhelmed
   (C) amused
   (D) complacent
   (E) authoritarian

4. As factories began to belch more toxic chemicals into the air, the environmental quality ----.
   (A) deteriorated
   (B) improved
   (C) rejuvenated
   (D) endured
   (E) digressed

5. Although advertising campaigns ---- people to vote, the discouraging fact is that less than half of all registered voters cast their ballots in the last election.
   (A) expedited
   (B) taught
   (C) ordered
   (D) urged
   (E) beguiled
Some sentence completion questions on the SAT I have two blanks to fill. Although these questions look more complicated than the one-blank questions, they are often easier to solve. All of the strategies for one-blank questions, covered in Lesson 9, also apply to two-blank questions. However, the format of the latter provides you with additional clues to the relationship between the two missing words. Thus, you have two opportunities to eliminate each wrong answer. So even though the sentences are longer and more complicated in the two-blank questions, you have a better chance of finding the right answer.

When you are solving sentence completion questions with two blanks, bear in mind the following strategies:

1. **Start with one blank and eliminate all the wrong choices.** Tackle either blank first as if you were answering a one-blank question. The clues you find by using the strategies in Lesson 9 will probably enable you to cross off some answers because some of the answer choices for your first blank are obviously incorrect. You don’t even have to consider the second words to eliminate those choices, and looking at them may confuse you, so cover them up with one hand so you are not tempted to look at them. Remember to use the test booklet itself to mark off each choice you eliminate.

2. **Go on to the other blank and eliminate all the wrong choices.** Using the same procedure as before, you may be able to eliminate one or more additional choices. The chances are good that after you eliminate all the wrong choices for each blank, you will be left with no more than two or three possible answers.

3. **Look at the relationship between the two blanks.** Sometimes the context of the sentence creates a relationship between the word that fills the first blank and the word that fills the second blank. They may be synonyms or antonyms, or they may express two degrees of the same concept or attribute. If you find it hard to fill in either blank by itself as we’ve suggested above, try to think about how the two blanks are related. Once you establish the nature of the relationship, eliminate the choices that do not fit the pattern.

Look at this example:

A dictatorship ---- its citizens to be docile and finds it expedient to make outcasts of those who do not ----.

(A) requires . . vote
(B) permits . . obey
(C) expects . . conform
(D) encourages . . rebel
(E) pays . . work

The first step is to recognize that key words are dictatorship, docile, and expedient. For the next step, try to imagine life in a state controlled by a dictator. Ask yourself, “How would a dictatorship feel about docile citizens?” You might expect that a dictatorship would appreciate citizens who do not cause trouble and would encourage—or even demand—such behavior. Then ask yourself, “What people would be outcasts in such a society?” If good citizens are docile, outcasts are probably people who disobey, rebel, or otherwise cause trouble.

Now look at the answer choices, focusing on the first blank in each choice. You can eliminate (E) because nothing in the sentence suggests that money is involved. You probably can eliminate (B), as well; permits is not a strong enough word. As you look at the second blank in the choices, remember the word not in the sentence. Neither (A) nor (D) makes sense in this context. You are left with (C), the only choice in which the words together create a sensible meaning.
Practice is particularly helpful in learning to answer sentence completion questions correctly. These questions are constructed like puzzles; once you have learned the basic strategies for solving them, you have a very good chance of arriving at the correct answer. Remember, if you can’t whittle the choices down to a single correct answer, you should guess from the possible ones you have left.

**EXERCISE**

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

1. The caseworker noted that Lee suffered from mood swings; one moment he was gleeful and ---, the next moment dejected and ---.
   (A) happy . . joyous
   (B) glum . . silent
   (C) elated . . morose
   (D) quizzical . . enigmatic
   (E) depressed . . ecstatic

2. Officials were --- to spend the necessary tax dollars to build enough public housing because they had already --- their budget.
   (A) happy . . omitted
   (B) forced . . improved
   (C) unable . . required
   (D) quick . . forgotten
   (E) reluctant . . exceeded

3. Lured by the --- waters and temperate climate, the --- Greeks built the city of Nice in the fifth century B.C.
   (A) hostile . . seafaring
   (B) warm . . ancient
   (C) cold . . conquering
   (D) pleasant . . modern
   (E) treacherous . . well-equipped

4. The American Museum of Military Uniforms is designed for --- but appeals to people of all ---.
   (A) children . . townships
   (B) specialists . . ages
   (C) soldiers . . professions
   (D) exhibitors . . religions
   (E) men . . tiers

5. The distressingly --- scores on the national achievement tests were considered by the school board to indicate a --- of educational policy.
   (A) elevated . . test
   (B) obscure . . vindication
   (C) low . . triumph
   (D) poor . . failure
   (E) unreliable . . renaissance

6. Americans --- migrated westward, --- finding more fertile lands for farms.
   (A) enthusiastically . . in dread of
   (B) religiously . . intent upon
   (C) lackadaisically . . fearful of
   (D) optimistically . . hopeful of
   (E) confidently . . uncertain of

7. With more --- than her predecessor, the human rights advocate worked to --- equal opportunity for all Americans in employment, education, and housing.
   (A) aplomb . . increase
   (B) contempt . . cut
   (C) abhorrence . . abet
   (D) chicanery . . amend
   (E) brevity . . confront

8. Rosetta was --- when she received her voter registration card; she took her civic duty very ---.
   (A) ecstatic . . casually
   (B) fatuous . . maturely
   (C) proud . . seriously
   (D) concerned . . irresponsibly
   (E) pensive . . indifferently

9. In conversation the prince had --- manners, but at the table he was ---.
   (A) staid . . faultless
   (B) impeccable . . perfect
   (C) rude . . impolite
   (D) abhorrent . . unkempt
   (E) exquisite . . boorish

10. The --- of allowing monopolies is that they --- fair competition.
    (A) benefit . . inhibit
    (B) predicament . . hamper
    (C) prerogative . . forbid
    (D) failure . . remunerate
    (E) disadvantage . . guarantee
The sentence completion questions in this lesson provide you with additional practice for the SAT I. As you tackle them, bear these strategies in mind:

1. Identify the subject and verb of the sentence.
2. Ask yourself, "What is the word in the blank about? What else in the sentence talks about that?"
3. Look for colorful words that convey a strong feeling or tone.
4. Look for short words that explain how the word in the blank is related to the rest of the sentence—"and, but, not," and others.
5. Remember that the structure of the sentence might contain important clues.

If the question contains two blanks, you will want to consider these additional strategies:

6. Start with one blank and eliminate all the wrong choices.
7. Go on to the other blank and eliminate all the wrong choices.
8. Look at the relationship between the two blanks.

EXERCISE

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

1. In order to avoid a lawsuit for his offensive remarks, the Chief of Police made a public ----.
   (A) confession
   (B) demonstration
   (C) spectacle
   (D) humiliation
   (E) apology

2. Unused to Arab culture, the European journalists were ---- by the local rules that ---- women from driving cars.
   (A) exhilarated . . prevent
   (B) angered . . condone
   (C) undermined . . praise
   (D) surprised . . prohibit
   (E) deterred . . encourage

3. Most analysts agreed that the recession would ----, because interest rates were too high and factory production was still ----.
   (A) end . . lagging
   (B) continue . . stagnant
   (C) deepen . . expanding
   (D) cease . . erratic
   (E) ascend . . obscure

4. The dietary guidelines for the patient ---- meat, but he endangered his health by gobbling five strips of bacon for breakfast every morning.
   (A) suggested
   (B) mandated
   (C) restricted
   (D) questioned
   (E) endorsed

5. Experts are worried by the trend for small family farms to ----, turning agriculture into an industry ---- by large farms.
   (A) expand . . exploited
   (B) fail . . dominated
   (C) succeed . . forgotten
   (D) flourish . . governed
   (E) achieve . . suppressed

6. The judge ruled that, although actions of the corporate officers were clearly ----, they were not ---- according to the state law.
   (A) heinous . . legal
   (B) unethical . . illegal
   (C) well-intentioned . . punishable
   (D) beneficial . . harmful
   (E) iniquitous . . meaningless
7. Higher insurance rates for health care may be **** as the population grows older.
   (A) overlooked
   (B) necessary
   (C) pointless
   (D) arbitrary
   (E) rescinded

8. This statistic, so widely quoted that few people **** its validity, is in fact a ****.
   (A) question . . myth
   (B) believe . . generalization
   (C) ignore . . simulation
   (D) accept . . lie
   (E) accept . . truth

9. Some economists predict the United States will become a “cashless” society, with new technologies **** the way goods and services are purchased.
   (A) reinforcing
   (B) threatening
   (C) supporting
   (D) revealing
   (E) altering

10. The senator was elected through a dignified campaign that was as **** as it was ****.
    (A) dishonest . . successful
    (B) commendable . . disgusting
    (C) stressful . . immoral
    (D) ethical . . effective
    (E) futile . . admirable

11. Taiwan’s present **** is due to the growing sales of electronic products made in its factories.
    (A) democracy
    (B) exigency
    (C) prosperity
    (D) stagnation
    (E) bankruptcy

12. Since the wife of a prince takes both his **** and title, she is now called Princess Michael.
    (A) affluence
    (B) rank
    (C) authority
    (D) appellation
    (E) descendants

13. Because crop failure in this barren land is ****, we can expect the human suffering caused by famine to ****.
    (A) unknown . . occur
    (B) immutable . . disappear
    (C) frequent . . recur
    (D) categorical . . persevere
    (E) cyclical . . stabilize

14. Competition from national fast-food franchises has caused a **** in the business of small local restaurants.
    (A) decay
    (B) hiatus
    (C) surge
    (D) disparity
    (E) pinnacle

15. Since the college athletic directors could reach no **** the academic requirements, they decided to **** the decision and let the college registrars decide.
    (A) agreement on . . defer
    (B) compromise on . . enlighten
    (C) conclusion about . . resolve
    (D) bargain on . . govern
    (E) understanding of . . suppress
SAT I CRITICAL READING QUESTIONS

The SAT I has a total of 40 critical reading questions in the three verbal sections that count toward your score. You will be given four readings, each of which will have a brief introduction. Three of the readings will consist of one passage; one reading will consist of two passages. Each passage will be 400–850 words long. After each reading, there will be a series of questions designed to test your understanding of what you have read. The goal is to test your skill in tackling unfamiliar material, not your knowledge of the subject.

There are three types of passages used for the SAT I critical reading questions.

1. **Factual reading selections.** These passages convey straightforward information about topics from the humanities, the natural sciences, and the social sciences.

2. **Opinion-based selections.** These passages express the writer's beliefs or opinions, which you must distinguish from fact.

3. **Narrative selections.** These passages come from works of fiction and nonfiction and tell a story, or a part of a story.

Critical reading questions are not always difficult, but they can be time-consuming. It probably will take you longer to answer six critical reading questions than six analogy or sentence completion questions because you must read and analyze the passage before you answer the questions. Furthermore, six analogy or sentence completion questions are worth just as much as six critical reading questions. When you take the SAT I, plan your time accordingly. Leave the critical reading questions for last and work first on the analogy and sentence completion questions. When you have answered as many of them as possible, go on to the critical reading questions.

Take some timed practice SATs and see if you can gain extra points by spending time carefully working through the analogies and sentence completions (even if you do not get to answer all the critical reading questions). On the other hand, students who have weak vocabularies but can read and understand passages well can sometimes benefit from spending more time on critical reading questions. Timed practice tests are the best way to find out which technique is best for you.

The following example is shorter and has fewer questions than an actual passage from the SAT I, but it will give you an idea of what kinds of topics and questions to expect. You will work with full-length passages in the next four strategies lessons.

**EXAMPLE:**

**Directions:** The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

*Throughout Africa, Asia, Eastern Europe, Latin America, and parts of the Pacific, Peace Corps volunteers improve living conditions and promote international understanding. The following passage provides some key information about the Peace Corps.*

On March 1, 1961, President John F. Kennedy signed an executive order directing the State Department to establish and administer the Peace Corps. Three days later, the President named his brother-in-law, R. Sargent Shriver, as the director. When Shriver resigned in 1966, as required by a five-year limit set on administrative positions, the Peace Corps had more than 15,000 volunteers, mostly idealistic young people who wanted to serve their government and help people in underdeveloped countries. Bill Moyers summed up the appeal of the organization: “The Peace Corps is to the American Government what the Franciscans in their prime were to the Roman Catholic...
Church: A remarkable manifestation of a spirit too particular and personal to be contained by an ecclesiastical organization.”

By 1976, under the Republican administrations of Presidents Nixon and Ford, the Peace Corps declined to fewer than 6,000 volunteers and lost its autonomy along with most of its budget. But with the leadership of the new director appointed by President Reagan in 1981, Loret Miller Ruppe, the Peace Corps began to regain some of its old vitality. It is once again an independent agency; bipartisan support for its activity has developed in Congress, and its staff of volunteers has increased to about 10,000.

1. Which of the following titles best reflects the main focus of the passage?
   (A) The Purpose of the Peace Corps
   (B) Bipartisan Support for the Peace Corps
   (C) A Brief History of the Peace Corps
   (D) Why the Peace Corps Failed
   (E) Reasons to Join the Peace Corps

2. According to the passage, which of the following is NOT true about the Peace Corps?
   (A) The Peace Corps was established in 1961.
   (B) The Peace Corps is administered by the State Department.
   (C) The Peace Corps currently has bipartisan support in Congress.
   (D) The Peace Corps is no longer an independent agency.
   (E) The Peace Corps today has a staff of about 10,000 volunteers.

3. With which of the following statements would the author be most likely to agree?
   (A) The Peace Corps is an admirable organization.
   (B) The Peace Corps wastes tax dollars.
   (C) The Peace Corps should be abolished.
   (D) The size of the Peace Corps should be doubled.
   (E) The Peace Corps has been badly administered.

ANALYSIS

The next four lessons discuss specific strategies for the various types of critical reading questions. However, many of the same strategies that you use to answer other types of SAT I questions apply.

- Read each question carefully to make sure you understand what it is really asking.
- Eliminate as many wrong answers as you can.
- Guess at the answer if you can eliminate even one of the choices.

Here’s how to apply these guidelines to solving the example questions in this lesson.

1. You can immediately eliminate (E) because there is nothing in the passage about joining the Peace Corps. The title should reflect the main idea of the passage, so you can also eliminate (B), which is only briefly mentioned, and (D), which applies only to a brief period of the Peace Corps’s existence. You are left with a choice between the history or the purpose of the Peace Corps, and it should be clear that the passage focuses more on history than purpose. The correct answer is (C).

2. The word NOT in the question tells you to look for the one point that is not confirmed in the passage. Check the answers one by one against the text. (A) and (B) are confirmed in the first sentence. (C) and (E) are confirmed in the last sentence. That same sentence states that the Peace Corps is an independent agency, so (D) is the correct answer, the statement that is NOT true.

3. It is obvious from the tone of the passage that the author views the Peace Corps favorably, so you can quickly eliminate (B), (C), and (E), which express a negative view. Reviewing the passage, there is no mention of doubling the size of the Peace Corps, so the correct answer must be (A).
STRATEGIES FOR SOLVING
SAT I CRITICAL READING QUESTIONS – I

At least two of the passages on the SAT I will be factual passages, dealing with information about the physical, biological, or social sciences. If you find a factual passage containing information with which you are already familiar, you will have an advantage in speed. But the SAT I is not a test of your knowledge of various subjects, so the passage will provide all the information you need to answer the questions correctly. Your task is to find that information—and to find it as quickly as possible.

When you answer critical reading questions based on factual passages, keep the following strategies in mind.

1. **Look for the main idea of the passage.** Each factual passage will have a main idea, and sometimes one of the questions will ask you to identify it. (A question that asks you to pick the best title for the passage is just another way of asking you to identify the main idea.) It is safe to assume that the passages selected for use on the SAT I will be examples of traditional writing, so you should look for the main idea where your English teacher has told you it should be—at the beginning of the passage. Read the introduction (in italics), if there is one, as it often contains a clue to the main idea. Read the first several sentences of the passage very carefully. Underline the phrases that express the main idea, or jot down your own summary in the margin.

2. **Look for the main idea of each paragraph.** In a well-written composition, each paragraph will be organized around a single idea. Identify the main idea of each paragraph, which is most likely to be found in a topic sentence at the beginning of the paragraph, or in a summary sentence at the end. Underline the main idea of each paragraph, or jot it down beside the paragraph.

3. **Read the questions to learn what you are looking for.** After you have identified the main idea of the passage and of each paragraph, read the questions. Once you understand the main idea and the structure of the passage, the questions will make sense to you. You may be able to answer some of the questions immediately because they focus on the main idea. If you need to find specific details to answer some of the questions, you will know where to look for them.

4. **Go back to the passage to eliminate answer choices until you identify the best one.** This is the way to answer questions that deal with specific details: After you have read the questions, look for the details you need. The process of elimination will give you the best answer, but you may have to go back and forth several times between the passage and the answer choices. Since you have already made a note of what’s in each paragraph of the passage, you probably know where to look for the details. Always find the information in the passage—do not rely on your memory.

5. **Guess at the answer if you’ve been able to eliminate even one answer choice.** Whenever possible, keep eliminating answer choices until there’s only one left—even if that’s only the answer that is the "least rotten." However, if you just can’t understand some of the answer choices, but you’ve been able to eliminate one, you should still guess. (If you haven’t been able to eliminate any, just move on without answering.)

Work through the practice critical reading questions that follow, using the strategies that you have learned.

PRACTICE

*Directions:* The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

_How many ways are there to pay for something?_ The following passage explores various methods of financial exchange, with emphasis on the form of exchange used in the United States.
Throughout history, societies have used many methods of financial exchange. The most basic form is commodity money. It uses items such as animal skins, tobacco, and tea. A second form of exchange, symbolic money, uses items that do not necessarily have value in and of themselves, but their value is accepted by all in the society. Examples of symbolic money include shells and coins. The United States uses the symbolic form of exchange, with four types of symbolic money: coins, paper currency, demand deposits, and credit.

Coins make up approximately 2% of our total money supply. The coin system includes the penny, nickel, dime, quarter, half-dollar, silver dollar, and Susan B. Anthony dollar. The dollar coins are no longer minted and are rarely used: the silver dollar is considered too heavy to carry, and the Susan B. Anthony dollar is too easily confused with a quarter.

Paper money constitutes approximately 20% of our total money supply. Paper bills are promissory notes issued by the Federal Reserve. Contrary to popular opinion, our paper money is not backed by gold; in 1933 the United States went off the gold standard. Although each paper dollar is backed by a small portion of gold, its main protection is the confidence of the American people.

Demand deposits are negotiable instruments, commonly called checks, drawn against checking accounts. Demand deposits constitute approximately 78% of our total money supply. They play an integral role in our current society, and their use should continue to grow as we move toward electronic money transfers.

The final method of financial exchange is the use of credit. A seller forwards products or services to a buyer who does not have the capital to afford the entire amount at that time. The seller relies upon the promise of the buyer to repay the debt in the future. Often the buyer will have to demonstrate the ability to pay and a past record of keeping payment promises. The credit method of exchange is not considered part of the nation’s money supply, but a supplement or addition to it.

1. The author’s purpose in this passage is to
   (A) give examples of various types of U. S. coins and currency
   (B) define four varieties of symbolic money
   (C) warn consumers about the abuse of credit
   (D) contrast symbolic money and commodity money as forms of financial exchange
   (E) explain why the United States went off the gold standard

2. According to the first paragraph, neighboring farmers who exchanged a dozen eggs for a sack of potatoes would be an example of a financial exchange using
   (A) commodity money
   (B) negotiable transfer
   (C) credit
   (D) promissory notes
   (E) symbolic exchange

3. Which of the following is NOT part of the United States money supply?
   (A) Dollar coins
   (B) Dollar bills
   (C) Checks
   (D) Credit cards
   (E) Pennies, nickels, and dimes

4. According to the author, Americans of the future should expect to see
   (A) a greater reliance on checking accounts
   (B) higher interest rates
   (C) a decline in the use of automatic teller machines
   (D) the elimination of dollar coins from the money supply
   (E) a return to the gold standard

5. According to the passage, the largest component of the United States money supply consists of
   (A) coins
   (B) paper money
   (C) demand deposits
   (D) bonds
   (E) credit
6. Based on the information in the final paragraph, what can be assumed about a buyer who cannot prove that he or she has repaid debts in the past?

(A) The buyer would use credit recklessly.
(B) The buyer will be extended credit if he or she signs a promissory note.
(C) The buyer may have trouble securing products on a credit basis.
(D) The buyer has always paid for products and services in cash and in full.
(E) The buyer has no capital.

ANALYSIS

1. A “purpose” question asks you to think about both the main idea and the structure of a passage. You should have identified the main idea in your first reading of the passage; you can find it in the final sentence of the first paragraph: The United States uses the symbolic form of exchange, with four types of symbolic money: coins, paper currency, demand deposits, and credit. The same sentence suggests the structure of the passage—namely, that the author will say something about each type of symbolic money. As you can see, that’s exactly what happens—the author explains what each kind of symbolic money is and how it is used. Such information is typical of “definition” writing, so (B) is the best answer. The author does mention various types of coins and currency, as (A) suggests; but this is one of many details, and not the entire focus of the passage. (D) also is incorrect; commodity money is mentioned, but it is only quickly defined before the author moves on to the main topic. Similarly, (E) can be eliminated because the departure from the gold standard is mentioned but not explained, and (C) can be eliminated because credit abuse is only hinted at, not discussed outright.

2. The stem of this question allows you to see a definition “at work.” Notice that a financial exchange is taking place but that goods rather than “money”—as we think of “money” in the United States—are exchanged. Lines 2–3 classify such an exchange as the use of commodity money, as (A) indicates. Still, check the other choices. You can eliminate (C) if you study the final paragraph; because each farmer can afford the “price” of the desired commodity (a dozen eggs to pay for a sack of potatoes, a sack of potatoes to pay for a dozen eggs), the situation does not involve credit. If (E) were the best choice, the farmers would have used coins, paper money, checks, or credit; the situation mentions none of these. This same reasoning eliminates (D). The words negotiable and transfer appear in the passage, but the author never pairs them to create a term; thus, (B) is incorrect.

3. You can check the answer choices fairly quickly. Specific coins are named in the second paragraph, so (A) and (E) are incorrect. (C) can be eliminated once you find the reference to checks in line 20. (B) requires an inference; you must remember that a dollar bill is a type of paper currency (line 7), a kind of paper dollar (line 17). You can verify (D), the best answer, in the final sentence of the passage—that is, a credit exchange is only a supplement to, not a real part of, the money supply.

4. Remembering where the author talks about the future will narrow the scope of your search. As it turns out, only one sentence mentions the future—the final sentence in the fourth paragraph. Speaking of demand deposits, or checks, the author says that their use should continue to grow as we move toward electronic money transfers. The same sentence indicates that electronic money transfers (of which automatic teller machines are a type) also will increase, so (C) is incorrect. Although the author says that dollar coins are rarely used (line 11), nothing is said about their complete disappearance; thus, (D) is incorrect. You can eliminate (B) and (E), for the author does not mention them. (A) is the best answer.

5. If you marked the passage or made a few notes while you read it, you may remember that the money supply of the United States consists only of coins, paper money, and demand deposits. (E) can thus be eliminated immediately; so can (D), which is not mentioned in the passage. To choose between (A), (B), and (C), find the statistics. Line 9 tells you that coins make up about 2%; line 14 tells you that paper money makes up about 20%; and lines 21–22 tell you that demand deposits make up 78%. That last figure is the largest, so (C) is the best choice.
6. This question tells you where to look for the answer. From that point, however, you must make an inference. The author states that a buyer on credit often must demonstrate the ability to pay and a past record of keeping payment promises (lines 28–29) before the seller will believe the buyer’s promise of repayment. That is a cause-and-effect relationship; and if the cause (proving repayment of debt in the past) can be questioned, so can the effect (being extended new credit by a seller). (C) is the only choice that questions the stated effect. Because credit and promissory notes are never discussed together in the passage, you can eliminate (B) quickly. (A), (D), or (E) might be true in given cases, but there is no evidence for any of them in the general situation that the paragraph describes.

**EXERCISE**

**Directions:** The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

The following passage is adapted by an article written in 1998 by Jimmy Carter, the 39th president of the United States.

Imagine a country placing such rigid restrictions on imports that people could not get vaccines and insulin. And imagine those same restrictions being placed on food products as well as on laundry detergent and paper. As far-fetched as it sounds, many developing countries and some industrialized ones may do just that early next year. They are being misled into thinking that genetically modified organisms, everything from seed to livestock, and products made from them are potential threats to the public health and the environment.

The new import proposals are being drafted under the auspices of the biodiversity treaty, an agreement signed by 168 nations at the 1992 Earth Summit in Rio de Janeiro. The treaty’s main goal is to protect plants and animals from extinction.

In 1996, nations ratifying the treaty asked an ad hoc team to determine whether genetically modified organisms could threaten biodiversity. Under pressure from environmentalists, and with no supporting data, the team decided that any such organism could potentially eliminate native plants and animals.

The team, whose members mainly come from environmental agencies in more than 100 different governments, should complete its work within six months and present its final recommendation to all the nations (the U.S. is not among them) that ratified the treaty. If approved, these regulations would be included in a binding international agreement early next year.

But the team has exceeded its mandate. Instead of limiting the agreement to genetic modifications that might threaten biodiversity, the members are also pushing to regulate shipments of all genetically modified organisms and the products made from them.

This means that grain, fresh produce, vaccines, medicines, vitamins—the list is endless—would require written approval by the importing nation before they could leave the dock. This approval could take months.

Meanwhile, barge costs would mount and vaccines and food would spoil. How could regulations intended to protect species and conserve their genes have gotten so far off track? The main cause is anti-biotechnology environmental groups that exaggerate the risks of genetically modified organisms and ignore their benefits.

Anti-biotechnology activists argue that genetic engineering is so new that its effects on the environment can’t be predicted. This is misleading. In fact, for hundreds of years virtually all food has been improved genetically by plant breeders. Genetically altered antibiotics, vaccines, and vitamins have improved our health, while enzyme-containing detergents and oil-eating bacteria have helped to protect the environment.
In the past 40 years, farmers worldwide have genetically modified crops to be more nutritious as well as resistant to insects, diseases and herbicides. Scientific techniques developed in the 1980’s and commonly referred to as genetic engineering allow us to give plants additional useful genes. Genetically engineered cotton, corn, and soybean seeds became available in the U.S. in 1996. This growing season, more than one-third of American soybeans and one-fourth of our corn will be genetically modified. The number of acres devoted to genetically engineered crops in Argentina, Canada, Mexico and Australia increased tenfold from 1996 to 1997.

The risks of modern genetic engineering have been studied by technical experts at the National Academy of Sciences and World Bank. They concluded that we can predict the environmental effect by reviewing past experiences with those plants and animals produced through selective breeding. None of these products have harmed either the environment or biodiversity.

And their benefits are legion. By increasing crop yields, genetically modified organisms reduce the constant need to clear more land for growing food. Seeds designed to resist drought and pests are especially useful in tropical countries, where crop losses are often severe. Already, scientists in industrialized nations are working with individuals in developing countries to increase yields of staple crops, to improve the quality of current exports, and to diversify economies by creating exports like genetically improved palm oil, which may someday replace gasoline.

1. This passage is best described as
   (A) a refutation of a popular misconception
   (B) a definition of a concept
   (C) an unbiased discussion of competing environmental policies
   (D) a commentary on the biases of environmental activists
   (E) an argument in opposition to broad regulation of genetically modified organisms

2. The comment in lines 20-21, "the U.S. is not among them," is most likely included to
   (A) indicate the lack of unanimity among those countries which signed the biodiversity treaty
   (B) imply that the biodiversity treaty would carry the imprimatur of the United States
   (C) suggest that ratification by the United States is pending
   (D) demarcate the scope of the treaty
   (E) impugn the authority of the ad hoc team selected by the ratifying nations

3. In line 23, “mandate” most nearly means
   (A) order
   (B) command
   (C) requirement
   (D) behest
   (E) commission

4. It can be inferred from the passage that the author and the anti-biotechnology activists would disagree about
   (A) whether genetically modified crops are nutritious
   (B) whether genetically modified crops are resistant to insects, diseases and herbicides
   (C) whether it is important to maintain biodiversity
   (D) whether the effects of genetic engineering on the environment are sufficiently predictable and understood
   (E) whether genetic engineering should be regulated
5. The author’s purpose in the ninth paragraph (lines 50–54) is most likely to
(A) demonstrate that genetically modified crops are more prevalent than unmodified crops
(B) refute the argument that the effects of genetic engineering are unpredictable.
(C) prove that genetic modification of organisms is risk-free
(D) suggest that eventually all agricultural products will be genetically modified
(E) prove that regulation of genetically modified organisms is unwarranted

6. The conclusion of the technical experts of the National Academy of Sciences depends on the assumption that
(A) future experiences with genetic engineering will be comparable to past experiences with selective breeding
(B) genetic engineering has no discernible environmental effects
(C) the effects of genetic engineering on biodiversity may take several centuries to become evident
(D) the anti-biotechnology activists are motivated by political self-interest
(E) genetic engineering is the only solution to food shortages

7. In line 55, “legion” most nearly means
(A) understood
(B) many
(C) incalculable
(D) diverse
(E) quantifiable

8. With which one of the following statements would the author most likely agree?
(A) The preservation of biodiversity is less important than technological innovation.
(B) The biodiversity treaty should be ratified by the United States.
(C) Genetically modified organisms are invariably superior to their unmodified counterparts.
(D) The ad hoc team should reconsider its decision.
(E) Traditional farming methods must be supplanted by techniques utilizing genetically modified organisms.
The critical reading questions on the SAT I will contain at least one and perhaps two passages that focus on the presentation of a definite opinion. Typically, these passages deal with the author’s opinion regarding a social issue, philosophy, art, literature, or music. The most important skill required in answering questions based on these passages is the ability to separate the indisputable facts contained in the passage from the author’s opinion.

The strategies for answering questions on factual passages are equally valid for answering opinion passages. When you first read the passage, you should look for the main idea of the passage as a whole. Then go on to identify the main idea of each paragraph. Next, check the questions to see what information you will need to answer them. Work to eliminate as many answer choices as you can, and guess where appropriate.

In addition, there are certain strategies that apply specifically to opinion passages.

1. **Look for key words that signal the relationship of ideas.** In separating fact from opinion, it helps to look for key words that explain the relationship of thoughts in a sentence or paragraph. One type of key word explicitly states whether what follows is fact or opinion. Look for verbs such as *believe*, *urge*, *advocate*, and *propose*, which signal that the idea is an opinion. Verbs such as *state* or *describe* typically introduce indisputable facts. A second type of key word often signals a shift between fact and opinion. Look for *but*, *although*, and *nevertheless*—words that convey the idea that there is more than one point of view. On your first reading of the passage, circle the key words so you can locate them quickly as you work on the questions.

2. **Focus on the tone of the passage.** It is easy to make a mistake regarding the facts in an opinion passage because the author may discuss conflicting evidence to arrive at his or her point of view. In your first reading, don’t try to keep track of the facts; concentrate instead on the tone. Jot down in your test booklet a word or phrase that describes the tone of the whole passage; then do the same for each paragraph. If you conclude that the tone of the passage is critical, for example, you probably will be able to eliminate some answer choices because they are positive in feeling rather than negative. If you are not certain about the tone, look carefully at the author’s choice of verbs, adverbs, and adjectives. Recalling their connotations—that is, what they suggest as well as what they mean—will help you reach a conclusion about tone.

3. **Beware of passages that cite the opinions of others.** Your job is to separate fact from opinion. Be careful also to separate the opinion of the author from the opinions that the author quotes. The author may choose to quote other opinions that agree with his or her own. Sometimes the author may quote dissenting opinions in order to attack them. It is easy to become confused about the meaning of these quotations and thus to become confused about the author’s own point of view. Review direct or paraphrased quotations carefully to determine whether the author’s purpose is to agree or disagree with them.

Using the strategies outlined above, read the practice opinion passage on the next page and answer the critical reading questions that follow.
To battle the Great Depression, government agencies encouraged employment. The WPA, or Works Progress Administration, had several programs that attracted artists from a variety of media. The following passage is an excerpt from an essay that a member of the administrative staff of the WPA Federal Arts Project (WPA/FAP) wrote at the time about the project’s exhibition program.

The exhibitions of the WPA/FAP have sought to bring a wider experience of art to the entire country and to give artists a healthy contact with large audiences. In the past, a few attempts were made by various museums to break through this impasse. Inevitably, these so-called “national exhibitions” were thin and pitiful in their gleanings, because there had been no true cultivation of our artistic soil. The idea that art could flourish only on the Atlantic Seaboard was a fallacy, but it was difficult to dispel. Yet this tendency towards a single, dominant art center was based on expediency, rather than logic. It starved both the artist and the public and tended to create false standards and false values in American art.

A simple principle has governed the selection of Project exhibitions, whether large or small. They are a means of revealing the new impulses towards a free and sincere expression that have developed in this country under government patronage. Artists who have worked in their home environment, undisturbed by the conflicting currents of prevalent fashions, come together in Project displays as in a symposium that is essentially American. Through the healthy community contacts and true regionalism which have been the living spirit of the movement, freshness and vigor of accent and expression have appeared in sections of the country formerly thought barren. These are the “New Horizons” which the displays reveal. To the young men and women who have come to maturity during the depression, the exhibitions have given healthy democratic opportunities for recognition and growth through criticism. To older artists, who under former conditions were in danger of either discouragement or acceptance of prevailing formulae, they have given stimulation and a fresh set of values.

A new America, more robust than any hitherto discovered in contemporary art, appears without self-consciousness in Project displays. In addition to the fresh impetus in mural painting, easel painting, and a graphic art apparent in the work from New York City, the full energy and imagination of the Middle West is apparent for the first time. New England finds release from its inhibitions in works which range from forceful figure painting to watercolors of the Maine coast. The picturesque exuberance of the Far West and the Southwest comes to closer grips with reality in art that expresses the reality of sky and mountains rather than their mere outward beauty. The South escapes from prettiness into a true exploration of the pictorial significance of land, people, and cities.

For the general public, Project exhibitions have sought to build up a new and more enduring relationship with the artist. Both the circuit exhibitions sent out to the Community Art Centers in the South and the large invitation displays held in museums throughout the country have presented a cross section of achievement, as varied as our own landscape, psychology, and racial interminglings. . . . All these are elements of the panorama of the art of the American future. Like a slow journey from New York to San Francisco, they give a vivid sense of all that may be ours, if cultural riches be given one half the encouragement that has brought triumph in the mechanical and industrial world.
1. According to the author (lines 1-10), what is the purpose of WPA/FAP exhibitions?
   (A) to provide WPA artists with employment
   (B) to compete with art museums
   (C) to teach Americans about good art
   (D) to expose a variety of artists and audiences to each other
   (E) to encourage artists to experiment

2. What is the author’s opinion of the “national exhibitions” (lines 4-5) of the past?
   (A) They had a worthy goal.
   (B) They set the standard that the WPA/FAP exhibitions hope to attain.
   (C) They would have been more successful with government patronage.
   (D) They failed to include a wide variety of artists.
   (E) They erred by displaying only artists who imitated European styles.

3. The author feels that the WPA/FAP exhibitions are new in all of the following ways EXCEPT
   (A) their representation from the Midwest
   (B) their representation from the Southwest
   (C) their choice of artists
   (D) their exclusion of murals
   (E) their inclusion of photography

4. The tone of this essay can best be described as
   (A) encouraging
   (B) bitter
   (C) ridiculing
   (D) self-congratulatory
   (E) objective

5. The author mentions “older artists” (line 23) because she believes that established artists
   (A) deserve exhibitions that are separate from those of newcomers
   (B) can draw new energy from this project
   (C) do not understand the tastes of Depression-era Americans
   (D) need government patronage
   (E) should take a more active role in encouraging undiscovered artists

6. If the author were writing today, she probably would look at multicultural studies with
   (A) resentment
   (B) suspicion
   (C) anger
   (D) amazement
   (E) approval

ANALYSIS

1. The word purpose appears in the stem of this question, but it is not an “author’s purpose” question; rather, it asks you to recall how the author defines the purpose of the WPA/FAP exhibitions. You don’t have to look far, for the author defines the purpose in the first sentence. The fact that her statement focuses on the relationship between artists and audiences allows you to narrow the choices to (C) and (D). At this point, reread the question and the author’s first sentence; if you do, you quickly will see that (D) is the more accurate restatement—and the better answer.

2. When the stem of a question includes a line reference, you know where to look for the right answer. The author’s negative comment allows you to eliminate (A) and (B) immediately. No mention is made of European styles, so (E) is incorrect. The author places such an emphasis on how the WPA/FAP is an improvement over the past because it has brought together unknown and known artists, and artists from all over the United States, that (D) is the most likely choice. (The author might have agreed with (C), but (D) is much better supported.)

3. For questions that include words like NOT or EXCEPT, sometimes it is best to work through the answer choices one by one, trying to disprove each of them. You can eliminate (A) and (B) on the basis of the author’s comments in lines 27–36 about the new kinds of art coming out of those areas. Similarly, (D) is incorrect because the author mentions a fresh impetus in mural painting (line 28); you know that murals are being included. One of the points made repeatedly in the passage is that the WPA/FAP exhibits show a new choice of artists; thus, (C) is an unlikely choice. If you are not sure that (E), by a process of elimination, is the correct answer, scan the passage for any references to photography. There are none, so you are correct to choose (E).

4. The introductory note identifies the author as a member of the administrative staff of the WPA Federal Art Project. That information suggests that the tone is not negative and that you thus can eliminate (B) and (C). (E) also is incorrect; the author’s judgmental word choices—for example, healthy (line 2), pitiful (line 5), and false standards and false values (line 10)—indicate that she is not being objective.
There are some words of encouragement throughout the passage, suggesting (A) as a possibility. Overall, however, the passage sounds like someone who is patting herself on the back—the tone referred to in (D).

5. The author discusses older artists in lines 23–25, saying that the exhibitions have provided for them stimulation and a fresh set of values. (B) seems a good restatement of that comment, but check the other answer choices. You can infer that (E) is incorrect because of the author’s emphasis on exhibitions that present a wide variety of artists. The author does not address the topics mentioned in (A) and (C). Only (D) is left as a possibility; and when you go back to see what the author says about government patronage (lines 12–17), you find that she is not specifically addressing older, established artists. (B) remains as the best answer.

6. To answer this question, ask yourself if the author refers to multiculturalism. She does not use that word, but she may be referring to the concept when she speaks of true regionalism (line 17). Even more important is her praise of achievement, as varied as our own landscape, psychology, and racial interminglings (lines 41–42). On the strength of that statement, you can eliminate the negative reactions of (A), (B), and (C). Amazement, mentioned in (D), can be positive or negative; consider that choice, but see whether another choice is more definitely positive. (E) is more positive, and it is the best answer from among the choices given.

EXERCISE

Directions: The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

The American prairie once held great promise for settlers. In the 1930s, however, some 25,000 square miles of that area were devastated by drought and windstorms that carried away precious topsoil. Finding themselves now living in a huge “Dust Bowl,” thousands of people fled the area. The following passage from the introduction to a book about the Dust Bowl takes a scientific and political look at the phenomenon.

The Dust Bowl was the darkest moment in the twentieth-century life of the southern plains. The name suggests a place—a region whose borders are as inexact and shifting as a sand dune. But it was also an event of national, even planetary, significance. A widely respected authority on world food problems, George Borgstrom, has ranked the creation of the Dust Bowl as one of the three worst ecological blunders in history. The other two are the deforestation of China’s uplands about 3000 B.C., which produced centuries of silting and flooding, and the destruction of Mediterranean vegetation by livestock, which left once fertile lands eroded and impoverished. Unlike either of those events, however, the Dust Bowl took only 50 years to accomplish. It cannot be blamed on illiteracy or overpopulation or social disorder. It came about because the culture was operating in precisely the way it was supposed to. Americans blazed their way across a richly endowed continent with a ruthless, devastating efficiency unmatched by any people anywhere. When the white men came to the plains, they talked expansively of “busting” and “breaking” the land. And that is exactly what they did. Some environmental catastrophes are nature’s work, others are the slowly accumulating effects of ignorance or poverty. The Dust Bowl, in contrast, was the inevitable outcome of a culture that deliberately, self-consciously, set itself the task of dominating and exploiting the land for all it was worth.

The Dust Bowl came into being during the 1930s, as fulvous dirt began to blow all the way from the plains to the East Coast and beyond. That was also the age of the Great Depression. Coincidence, some might say, that the two traumas should come at the same time. Few who have written on either affair have noticed any connection between them. My argument, however, is that there was in fact a close link between the Dust Bowl and the Depression—that...
the same society produced them both, and for similar reasons. Both events
revealed fundamental weaknesses in the traditional culture of America, the one
in ecological terms, the other in economic. Both offered a reason, and an
opportunity, for substantial reform of that culture.

That the thirties were a time of great crisis in American, indeed, in world,
capitalism has long been an obvious fact. The Dust Bowl, I believe, was part of
that same crisis. It came about because the expansionary energy of the United
States had finally encountered a volatile, marginal land, destroying the
delicte ecological balance that had evolved there. We speak of farmers and
plows on the plains and the damage they did, but the language is inadequate.
What brought them to the region was a social system, a set of values, an
economic order. There is no word that so fully sums up those elements as
“capitalism.” . . . Capitalism, it is my contention, has been the decisive factor in
this nation’s use of nature. . . .

Every society has within it, of course, contradictory values, and America
has been no exception. The white pioneers who first came to the southern
plains did bring with them religious ideas, family institutions, and other
traditions that opposed or moderated (or reinforced) this economic ethos. But
in their behavior toward the land, capitalism was the major defining
influence. From the beginning of settlement, the plainsman was intent on
turning the land to more and more gainful use. Like American agriculturalists
everywhere, he increasingly came to view farming and ranching as
businesses, the objects of which were not simply to make a living, but to make
money. The notion that nature puts restraints on what man can do in those
businesses was as abhorrent to him as were social controls. During the laissez-
faire, expansionist 1920s the plains were extensively plowed and put to
wheat—turned into highly mechanized factory farms that produced
unprecedented harvests. Plains operators, however, ignored all environmental
limits in this enterprise, just as Wall Street ignored sharp practices and a top-
heavy economy. In a more stable natural region, this sort of farming could
have gone on exploiting the land much longer with impunity. But on the
plains the elements of risk were higher than they were anywhere else in the
country, and the destructive effects of capitalism far more sudden and
dramatic. There was nothing in the plains society to check the progress of
commercial farming, nothing to prevent it from taking the risks it was willing
to take for profit. That is how and why the Dust Bowl came about.

1. The author probably would agree that the Dust
Bowl was the world’s worst environmental
disaster because

(A) it could have been avoided
(B) it covered such a large area
(C) it happened quickly and was deliberate
(D) it destroyed valuable farmland
(E) it forced much of the local population to
    abandon the area

2. The ecological disasters in China and in the
Mediterranean (lines 6-9) had all of the
following characteristics in common EXCEPT
for

(A) being the result of deforestation
(B) developing over a long period of time
(C) being caused in part by ignorance
(D) occurring before the Dust Bowl
(E) resulting in the deterioration of soil
    conditions
3. According to the author, farmland quickly became the Dust Bowl (lines 15-20) because
   (A) the southern plains were over-grazed
   (B) so many settlers moved into the area
   (C) the Great Depression had caused a social upheaval
   (D) capitalists were funding factory farming
   (E) the land was unstable

4. When the author speaks of “a volatile, marginal land” (line 34), he is describing
   (A) the clashes between white settlers and Native Americans
   (B) the southern plains’ fragile ecosystem
   (C) the settlers’ desire to “bust” and “break” the land
   (D) the severe storms of the southern plains
   (E) the difficult, isolated lives that many farmers and ranchers lived

5. In line 44, “ethos” most nearly means
   (A) politics
   (B) stability
   (C) values
   (D) transference
   (E) settlement

6. Which of the following opinions is the main point of this passage?
   (A) People should have studied the southern plains’ ecology before settling there.
   (B) Given the nature of capitalism, the Dust Bowl was inevitable.
   (C) The Dust Bowl was the direct result of the Great Depression.
   (D) Settlers of the southern plains cared only about making money.
   (E) Every society has contradictory values.

7. The author feels that religious beliefs
   (A) disappeared slowly after settlers got away from the established churches in the East
   (B) were in harmony with a laissez-faire economic philosophy
   (C) gave the settlers the strength to survive
   (D) were overshadowed by the influence of capitalism
   (E) encouraged the devastation of the land

8. According to the author, how did settlers view the idea that nature would allow them to achieve only so much (lines 50-51)?
   (A) They came to accept it only after the bitter experience of the Dust Bowl.
   (B) They used it as an excuse for laziness.
   (C) They refused to accept it.
   (D) They accepted it and lived in harmony with nature.
   (E) They respected it as one of their religious beliefs.
At least one of the passages used for critical reading questions on the SAT I will be excerpted from a narrative—that is, the passage will read like a story. A narrative passage may come from a work of fiction, such as a short story or a novel. However, some nonfiction works, such as autobiographies and magazine articles, can also be developed through the use of narrative.

The questions that are asked about a narrative passage often focus on the author’s purpose or a literary technique that he or she uses. Sometimes they ask about the author’s tone or attitude toward a character or situation, about the attitudes of a character, or about the overall theme of the passage. The questions often call for the reader to make some inference on the basis of the passage, such as the innermost thoughts or probable future actions of a character. You also may be asked to infer a sequence of events or guess at a time or place in which the action is set.

When you work on critical reading questions based on narrative passages, the strategies you learned in Lessons 12 and 13 are only partly helpful. Consider this set of strategies intended specifically for narrative passages.

1. **Identify the central character.** Skim the passage to make sure you can identify the central character. Do not be confused by the fact that several characters may be introduced in the first few sentences; continue reading until you are sure you have identified the central character.

2. **Summarize the theme of the passage.** The theme is to narrative passages what the main idea is to nonfiction. Theme is the organizing principle of a narrative. It is very likely to be the direct subject of one of the questions; furthermore, an understanding of the theme will probably be necessary to answer questions about tone and attitude. Use the margin of the test booklet to jot down your summary of the theme in a single sentence or phrase.

3. **Note the setting of the passage.** When and where does the action of the passage take place? It is not always possible to identify setting in specific detail, but you should look for clues and then make a note of the time and the place that comprise the setting of the passage. Perhaps you can conclude only that the time is “the present” and that the place is “a town in the United States.” Jot that information alongside the passage on the test booklet, for it will help you to understand the passage and gain a mental image of the characters and the action.

4. **Check the questions.** Only after you have completed the first three steps should you check the questions to see what specific information you will need to select the correct answer. An understanding of the central character, the theme, and the setting always provides a good foundation for answering all of the questions, whether or not they appear to focus on these factors. If you try to skip ahead and answer specific questions first, you are liable to pick wrong answers.

5. **Go back to the passage to check specific points required by the questions.** The second time you read the passage, you will have the questions in mind. Underline parts of the passage that you believe provide clues to the correct answers.

6. **Now work through the questions one at a time, eliminating incorrect choices.** The final step in the process is to eliminate as many wrong answers as possible. As you consider the answers, refer to the parts of the passage you have underlined, as well as to your summary of theme and setting. If you are unable to work your way down to a single correct answer, guess.

Practice the strategies outlined above by reading the narrative passage on the next page and answering the questions that follow it.
In the late nineteenth century, new American writers began to be published. Several of those writers were women who took the role of women as their subject. The following passage comes from a short story. Prior to this point in the narrative, Mrs. Sommers has received some money unexpectedly and has decided to use it to buy new clothes for her children.

The neighbors sometimes talked of certain “better days” that little Mrs. Sommers had known before she had ever thought of being Mrs. Sommers. She herself indulged in no such morbid retrospection. She had no time—no second of time to devote to the past. The needs of the present absorbed her every faculty. A vision of the future like some dim, gaunt monster sometimes appalled her, but luckily tomorrow never comes.

Mrs. Sommers was one who knew the value of bargains; who could stand for hours making her way inch by inch toward the desired object that was selling below cost. She could elbow her way if need be; she had learned to clutch a piece of goods and hold it and stick to it with persistence and determination till her turn came to be served, no matter when it came.

But that day she was a little faint and tired. She had swallowed a light luncheon—no! when she came to think of it, between getting the children fed and the place righted, and preparing herself for the shopping bout, she had actually forgotten to eat any luncheon at all!

She sat herself upon a revolving stool before a counter that was comparatively deserted, trying to gather strength and courage to charge through an eager multitude that was besieging breastworks of shirting and figured lawn. An all-gone limp feeling had come over her and she rested her hand aimlessly upon the counter. She wore no gloves. By degrees she grew aware that her hand had encountered something very soothing, very pleasant to touch. She looked down to see that her hand lay upon a pile of silk stockings. A placard nearby announced that they had been reduced in price from two dollars and fifty cents to one dollar and ninety-eight cents; and a young girl who stood behind the counter asked her if she wished to examine their line of silk hosiery. She smiled, just as if she had been asked to inspect a tiara of diamonds with the ultimate view of purchasing it: But she went on feeling the soft, sheeny luxurious things—with both hands now, holding them up to see them glisten, and to feel them glide serpent-like through her fingers.

Two hectic blotches came suddenly into her pale cheeks. She looked up at the girl.

“Do you think there are any eights-and-a-half among these?”

There were any number of eights-and-a-half. In fact, there were more of that size than any other. Here was a light blue pair; there were some lavender, some all black and various shades of tan and gray. Mrs. Sommers selected a black pair and looked at them very long and closely. She pretended to be examining their texture, which the clerk assured her was excellent.

“A dollar and ninety-eight cents,” she mused aloud. “Well, I’ll take this pair.” She handed the girl a five-dollar bill and waited for her change and for her parcel. What a very small parcel it was! It seemed lost in the depths of her shabby old shopping bag.

Mrs. Sommers after that did not move in the direction of the bargain counter. She took the elevator, which carried her to an upper floor into the region of the ladies’ waiting rooms. Here, in a retired corner, she exchanged her cotton stockings for the new silk ones which she had just bought. She was
not going through any acute mental process or reasoning with herself, nor was she striving to explain to her satisfaction the motive of her action. She was not thinking at all. She seemed for the time to be taking a rest from that laborious and fatiguing function and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility.

1. Where does the action in this passage take place?
   (A) In a diner
   (B) In Mrs. Sommers’s home
   (C) In a discount store
   (D) In a department store
   (E) In Mrs. Sommers’s imagination

2. Why does Mrs. Sommers not think about the past (lines 3-6)?
   (A) She finds the memories too painful.
   (B) She prefers to focus on the future.
   (C) She considers such thoughts foolish.
   (D) She is busy with the duties of her daily life.
   (E) She is so happy with her family that memories fail to come up.

3. The author’s tone in this passage is one of
   (A) compassion
   (B) disbelief
   (C) outrage
   (D) ridicule
   (E) grief

4. Based on the second paragraph (lines 7-11), Mrs. Sommers could be described by all of the following words EXCEPT
   (A) determined
   (B) thrifty
   (C) selfish
   (D) patient
   (E) observant

5. In lines 18–19, the author suggests that the shoppers are behaving most like
   (A) unthinking mannequins
   (B) wild animals
   (C) children at play
   (D) a flock of birds
   (E) soldiers on the attack

6. As Mrs. Sommers puts on the silk stockings (lines 46-47),
   (A) she tries to figure out why she made this purchase
   (B) she notes, with distaste, how shabby her cotton stockings look
   (C) she considers what to buy next
   (D) she acts without thinking about it
   (E) she realizes how tired she feels

7. It is likely that the author wrote this story to
   (A) explain why people enjoy luxuries
   (B) make fun of people’s shopping habits
   (C) suggest the dreary life of a housewife
   (D) applaud women who stand up for what they believe
   (E) urge people to show kindness to the poor
ANALYSIS

1. This question gets at the setting of the narrative. Nothing in the passage suggests that the events are not actually taking place, so you can eliminate (E). The references to shopping allow you to narrow the answer choices to (C) and (D). This store is good enough to deal with silk items and to have a ladies’ lounge; it is “discount” only in the sense that it has some sales (as all department stores do) and a bargain counter. (D), therefore, is the best answer.

2. If you look back at the first paragraph, you will see that the stem of this question rephrases the third sentence (lines 3–4). Likewise, Choice (D) rephrases the next sentence (lines 4–5): The needs of the present absorbed her every faculty. It is the best answer—and it matches the passage so well that you may not need to spend much time checking the other choices. (If you do, you’ll find that there is no evidence for any of them.)

3. To answer a “tone” question, look first to see what the author might say directly to the reader. If the author does not address the reader directly—as is the case here—consider how you feel about the topic—in this case, Mrs. Sommers—when you finish reading. The author tells about Mrs. Sommers in a rather matter-of-fact way; there are no disasters or other surprises to arouse feelings of disbelief, outrage, or grief. You then are left with two choices—(A) and (D). Mrs. Sommers’s enchantment with the stockings is not especially foolish, so (D) is an unlikely choice. When you finish reading, you probably remember the gossip about her and the pleasure she finds in something as simple as a pair of stockings. It is your sympathy that is touched, making (A) the correct answer.

4. When a question focuses on only one paragraph, you probably can find the answer rather quickly. You can eliminate (B) and (E) because lines 7–9 tell you that Mrs. Sommers knows where to look for and how to spot a bargain. Lines 9–11 describe Mrs. Sommers’s determination and willingness to wait, so (A) and (D) are incorrect. There is no evidence to keep (C) from being the correct answer; in fact, the introductory note tells you that Mrs. Sommers has planned to spend the money on her children (rather than on herself).

5. Your knowledge of vocabulary can help you with this question—as can the fact that your search for an answer is confined to only two lines. Even if you don’t know that a breastworks is a type of fortification, you probably know that besieging is something that an army might do to its enemy. (Notice, too, that Mrs. Sommers is described as preparing to charge—another military term.) Of the other choices, only (B) suggests a similar, negative energy; if it were correct, the author probably would have used words that better suggested savagery. (E) is the correct choice.

6. At a quick reading, all of the choices seem to make sense, so go back to the point in the narrative where this action occurs (the final paragraph, starting at line 44). There can be little doubt that (D) is the correct answer when you read this sentence: She was not thinking at all. The rest of the paragraph restates the same idea. (In the next part of the actual story, Mrs. Sommers goes on to buy other things—but that information does not change the fact that, at this point, she acts like an unthinking machine.)

7. The introductory note tells you that this passage comes from a story about the role of women. You can use that information to help narrow down your choices to (C) and (D). Next, ask yourself how you picture Mrs. Sommers. Does she seem drab, and her life commonplace—or does she have enough energy and conviction to defend her views when challenged? When you turn the choices into questions, it quickly becomes apparent that (C) is the better choice.
EXERCISE

Directions: The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

The dropping of an atomic bomb on Hiroshima on August 6, 1945, brought World War II to a rapid end; it also caused incredible death, destruction, suffering—and moments of personal bravery and sacrifice. Shortly after the war ended, an American reporter visited Japan and interviewed several survivors of Hiroshima. The following passage is based on one episode from the account of Father Wilhelm Kleinsorge, a Jesuit priest.

All day, people poured into Asano Park. This private estate was far enough away from the explosion so that its bamboos, pines, laurel, and maples were still alive, and the green place invited refugees—partly because they believed that if the Americans came back, they would bomb only buildings; partly because the foliage seemed a center of coolness and life, and the estate’s exquisitely precise rock gardens, with their quiet pools and arching bridges, were very Japanese, normal, secure; and partly (according to some who were there) because of an irresistible, atavistic urge to hide under leaves. Mrs. Nakamura and her children were among the first to arrive, and they settled in the bamboo grove near the river. They all felt terribly thirsty, and they drank from the river. At once they felt nauseated and began vomiting, and they retched the whole day. Others were also nauseated; they all thought (probably because of the strong odor of ionization, the “electric smell” given off by the bomb’s fission) they were sick from a gas the Americans had dropped. When Father Kleinsorge and the other priests came into the park, nodding to their friends as they passed, the Nakamuras were all sick and prostrate. A woman named Iwasaki, who lived in the neighborhood of the mission and who was sitting near the Nakamuras, got up and asked the priests if she should stay where she was or go with them. Father Kleinsorge said, “I hardly know where the safest place is.” She stayed there, and later in the day, though she had no visible wounds or burns, she died. The priests went farther along the river and settled down in some underbrush. Father LaSalle lay down and went right to sleep. The theological student, who was wearing slippers, had carried with him a bundle of clothes, in which he had packed two pairs of leather shoes. When he sat down with the others, he found that the bundle had broken open and a couple of shoes had fallen out and now he had only two lefts. He retraced his steps and found one right. When he rejoined the priests, he said, “It’s funny, but things don’t matter any more. Yesterday, my shoes were my most important possessions. Today, I don’t care. One pair is enough.”

Father Cieslik said, “I know. I started to bring my books along, and then I thought, ‘This is no time for books.’”

When Mr. Tanimoto, with his basin still in his hand, reached the park, it was very crowded, and to distinguish the living from the dead was not easy, for most of the people lay still, with their eyes open. To Father Kleinsorge, an Occidental, the silence in the grove by the river, where hundreds of gruesomely wounded suffered together, was one of the most dreadful and awesome phenomena of his whole experience. The hurt ones were quiet; no one wept, much less screamed in pain; no one complained; none of the many who died did so noisily; not even the children cried; very few people even spoke. And when Father Kleinsorge gave water to some whose faces had been almost blotted out by flash burns, they took their share and then raised themselves a little and bowed to him, in thanks.
1. Which of the following is NOT mentioned as a feature of Asano Park (lines 1–8)?
   (A) A bamboo grove
   (B) Rock gardens
   (C) Bonsai trees
   (D) Maple trees
   (E) Pools of still water

2. What do the survivors described in this passage believe about the Americans?
   (A) Americans are too materialistic.
   (B) American planes have gassed as well as bombed the city.
   (C) Use of the bomb proves that Americans are barbarians.
   (D) The Americans’ bomb has poisoned the river water.
   (E) American planes may bomb the park.

3. The author mentions the “electric smell” in line 13 to distinguish the smell as
   (A) the smoke from dozens of burning buildings around the park
   (B) the stench of dead bodies
   (C) the result of ionization during the explosion
   (D) the rich odor of the surrounding trees
   (E) the result of gas bombs

4. Father Kleinsorge reacts to the sufferers by the river (lines 15–16)
   (A) with unexpected revulsion
   (B) with a mix of awe and horror
   (C) by weeping silently
   (D) by asking God to be merciful to them
   (E) by nodding to them as if they were friends

5. It may be inferred from lines 31–32 that Father Cieslik
   (A) arrived in Hiroshima only recently
   (B) is a friend of Mr. Tanimoto
   (C) is angry about the books he had lost
   (D) considers his books important possessions
   (E) distrusts the theological student

6. When the theological student finds his lost shoe (line 27),
   (A) he offers a prayer of thanksgiving
   (B) he gives the pair to a survivor without shoes
   (C) he returns to where the priests are sitting
   (D) Father Kleinsorge tells him, “One pair is enough.”
   (E) the priests joke about his carelessness

7. According to the author, what do the living and the dead have in common?
   (A) Both lie in the park with their eyes open.
   (B) Both were doomed at the moment the bomb exploded.
   (C) Both are represented by far greater numbers of civilians than of soldiers.
   (D) Both require the services of Father Kleinsorge.
   (E) Both are still mourned by family members in other parts of Japan.

8. Which title best addresses the theme of this passage?
   (A) Lessons Learned Through Disaster
   (B) Sudden Refuge, Sudden Death
   (C) A Place of Quiet Beauty
   (D) The Survival of Friendships
   (E) Refuge and Relief

9. For Father Kleinsorge, the most notable detail about the burn victims whom he meets is that
   (A) they have managed to reach the park
   (B) their faces are horribly disfigured
   (C) many of them are his own parishioners
   (D) they are taking care of each other in spite of their pain
   (E) they thank him so graciously for his help
STRATEGIES FOR SOLVING
SAT I CRITICAL READING QUESTIONS – IV

When you take the SAT I, you will find that one of the readings that you will be asked about consists of two passages. This reading may come from any of the subject areas—natural science, social science, humanities, or narratives. Its passages may have been written at different times and for different purposes. They may present facts, opinions, or a mix of both. Sometimes the passages will present contrasting views; at other times, they will seem to agree. In either case, the reading will be structured so that each passage sheds light on the other.

The dual passages probably will take longer than the other readings; furthermore, they may be followed by as many as 13 questions. These passages offer a challenge that is unique but by no means impossible. For one thing, most of the questions focus on one passage or the other. If there are 13 questions, for example, only 2 to 4 of them will ask you to think about the passages together. Similarly, most of the questions call upon the critical reading skills that you already have been using—recalling facts, making inferences, determining tone, and so on. Even the questions that focus on both passages are based upon these critical reading skills.

Consider these strategies as you approach paired passages.

1. **Take one passage at a time.** The questions will be arranged so that the questions that pertain only to Passage 1 will come first; then will come the questions that pertain only to Passage 2; then will come the questions that relate the two passages. Most of the questions, then, are just like the critical reading questions about the other, single passages. Read Passage 1 first. Then answer the questions about Passage 1. Then put Passage 1 out of your mind while you read Passage 2 and answer its questions. Remember that the questions that concern both passages count no more than any other kind of question, and they are the most time-consuming. You may well do better to work through the other questions slowly and carefully, and not worry about getting to the last (and longest) questions.

2. **Remember the main idea of each passage.** Jotting a note about the main idea of each passage will help you to focus your thoughts as you answer the questions about it. Furthermore, the two notes will jog your memory if you come to the questions that concern both passages. There is no guarantee that those questions will specifically address main ideas (although it is possible that one of them will); nevertheless, a reminder of the main ideas in the reading can help you. In fact, before you tackle the last few questions, you might want to write one sentence that states what you see as the relationship between the passages.

3. **Beware of certain kinds of answer choices.** When you are answering questions that relate to only one passage, watch out for answer choices that are based on information in the other passage. (That’s one reason it is a good idea to consider each passage separately. As you answer Passage 1 questions, you will not even know what Passage 2 says yet.) When you are answering questions that relate the passages, don’t become distracted by answer choices that are true of only one passage. It’s a common mistake; if you are aware of it, you can do much to avoid it.

The following paired reading has fewer questions—but more questions that relate the passages—than you might find on an actual SAT I. It will help you focus on this special kind of reading. Using the strategies described above, read these practice paired passages; then answer the critical reading questions that follow.

**PRACTICE**

Directions: The two passages below are followed by questions based on their content and on the relationship between the two passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.
Passage 1

...[Here] was I, in the process of making a satire about government officials; a comedy about a callow, hayseed Senator who comes to Washington carrying a crate of homing pigeons—to send messages back to Ma—and disrupts important Senate deliberations with a filibuster. The cancerous tumor of war was growing in the body politic, but our reform-happy hero wanted to call attention to the pimple of graft on its nose. Wasn’t this the most untimely time for me to make a film about Washington?

Outside the White House I thanked Bill Henry and hailed a taxi. Where was I going? To the memorial built to honor Abe Lincoln, another lanky hayseed who came to Washington—and saved the Union with his ideals; to the fountainhead of moral courage where our own Jefferson Smith would go for a refill of inspiration after the political steam roller had flattened him.

And there, in the most majestic shrine we have in America, sat the colossal marble figure of our greatest man—rumpled, lanky, homely—his eyes daily filling the hearts of thousands of Americans with the deep, deep compassion that seemed to well out from his own great soul; eyes that seemed to say: “Friend, I have seen it all. It is good.” Along with dozens of tourists, I read the words that were carved on the Memorial wall, the words of Lincoln’s Gettysburg Address. I heard the voice of a child reading the words. There, next to me, an eight-year-old boy was holding the hand of a very old man—whose body and sight were failing—and reading him Lincoln’s inspirational words in a voice as clear and innocent as a bell. And the old man smiled to himself, nodded proudly after each sentence. I looked up at the marble face of Lincoln. Only imagination, of course, but I was sure he smiled.

Then the boy led the old man to the opposite wall and read him the carved words of the Second Inaugural Address. Never had Lincoln’s impassioned, moral indictment of slavery sounded so eloquent, so moving, so powerful as when that young boy read it to his grandfather. That scene must go into our film, I thought. We must make the film if only to hear a boy read Lincoln to his grandpa.

I left the Lincoln Memorial with this growing conviction about our film: The more uncertain are the people of the world, the more their hard-won freedoms are scattered and lost in the winds of chance, the more they need a ringing statement of America’s democratic ideals. The soul of our film would be anchored in Lincoln. Our Jefferson Smith would be a young Abe Lincoln, tailored to the rail-splitter’s simplicity, compassion, ideals, humor, and unswerving moral courage under pressure. And back we went to Hollywood to get to work on *Mr. Smith Goes to Washington*. The panic was over. It is never untimely to yank the rope of freedom’s bell.

Passage 2

Last week U. S. audiences, smiling in anticipation, trooped into movie houses to see smart director Frank Capra repeat his *Mr. Deeds Goes to Town* in a Boy Scout uniform and a Senator’s ten-gallon hat. What they saw was just as funny as *Mr. Deeds*, but it did not leave them smiling.

Thirty-year-old, baby-faced Jefferson Smith (James Stewart) is head of the Boy Rangers, and a simpletonian Democrat. His fuzzy ideas make Governor Hopper (foxy-grandpopsical Guy Kibbee) and Political Boss Taylor (Edward Arnold) think Jeff is the ideal Senator to cover up their graft.
Appointed, Jeff arrives in Washington with a crate of carrier pigeons and a flock of unfledged ideas. First is to hop a rubber-neck bus, inspect Daniel Chester French’s noble statue of Lincoln. But when his hardboiled Secretary Saunders (Jean Arthur) tells him why the gang sent him to Washington, dumbellicose Jeff really goes to town on Boss Taylor. Framed on misconduct charges, Jeff filibusters all night by reading to bored, sleepy Senators from the Declaration of Independence, the U. S. Constitution, the Second Epistle to the Corinthians. At dawn he wins.

This new Capra fable is as whimsical, the Capra directing as slick, the script as fast and funny as in Mr. Deeds Goes to Town. The acting of the brilliant cast is sometimes superb. But Mr. Smith Goes to Washington is bigger than any of these things. Its real hero is not calfly Jefferson Smith, but the things he believes, as embodied in the hero of U. S. democracy’s first crisis, Abraham Lincoln. Its big moment is not the melodramatic windup, but when Jefferson Smith stands gawking in the Lincoln Memorial, listening to a small boy read from a tablet the question with which this film faces everyone who sees it: “Whether that nation or any nation so conceived and so dedicated can long endure.” The question, not the answer, makes *Mr. Smith Goes to Washington* much more than just another top-rank Frank Capra film.

1. The author of Passage 1 admits that he worried about making *Mr. Smith Goes to Washington* because
   (A) he decided that it was too much like *Mr. Deeds Goes to Town*
   (B) James Stewart was reluctant to take the leading role
   (C) world events were becoming more important in Americans’ thinking
   (D) several senators informed him that they did not want to see themselves mocked
   (E) he concluded that audiences would find the story too unbelievable

2. The end of Passage 1 (lines 39-41) concludes on a tone that is best described as
   (A) amused
   (B) maudlin
   (C) inspirational
   (D) nostalgic
   (E) worried

3. Based on his writing style, you can assume that the author of Passage 2
   (A) is usually skeptical about Hollywood films
   (B) enjoys playing with language
   (C) knows Frank Capra well
   (D) is a well-educated historian
   (E) is writing primarily for other film critics

4. It can be inferred from Passage 2 that the viewers of *Mr. Smith Goes to Washington* did not leave the theater smiling (lines 44-45) because
   (A) they were thinking about the serious message of the film.
   (B) they were confused about the symbolism that Frank Capra had used.
   (C) they did not think it was a funny film.
   (D) they were too busy discussing the fate of Jefferson Smith.
   (E) they were shocked to see the government satirized.

5. What do you learn from Passage 2 about the scene envisioned by the author of Passage 1?
   (A) It was not well received by preview audiences.
   (B) It became the most important scene of the film.
   (C) Its inclusion threw off the pacing of the film.
   (D) It became the scene that concluded the film.
   (E) It was played by the same non-actors that the director originally had watched.

6. To show how naive the Jefferson Smith character is, both authors
   (A) reveal that he is falsely accused of misconduct
   (B) refer to him as “calfy”
   (C) call him a “hayseed”
   (D) discuss his Senate filibuster
   (E) mention his pigeons
ANALYSIS

1. This question does not immediately direct you to a specific part of Passage 1, so you have to remember where the author talks about feelings of worry or panic. He discusses those feelings in the first paragraph; furthermore, in the final paragraph he explains how those feelings disappeared. The information in those two paragraphs should lead you to the correct answer. A scan of those paragraphs should allow you to eliminate (A) and (B) quickly. To identify the correct choice from those that remain, notice the question at the end of the first paragraph, and focus on its key word—untimely (line 7). (You can tell that it is an important word because the author repeats it in the final sentence of the passage.) Ask yourself why it might be a bad time to make such a film. The answer appears in lines 4–5: The cancerous tumor of war was growing. The possibilities in (D) and (E) are not related to timeliness. You can verify the correct answer, (C), in the author’s comments about the people of the world in the final paragraph.

2. To answer this question, focus on the last few sentences of Passage 1 and picture the speaker at this point. He seems confident, reassured, motivated to go ahead with the movie, and filled with the idea that has come to him during his visit to the Lincoln Memorial. Even if you cannot easily define all of the answer choices, you probably can eliminate (A) and (E). Of the remaining choices, (C) seems to sum up that mental picture in a common-sense way. You might want to guess at (C), for you have a one-in-three chance of getting it right. If you did, you would be correct.

3. Reread this question carefully. It is not asking you what the author is saying (content); rather, it is asking you how he says it (style). To answer a “style” question, you might try to eliminate the answer choices one by one. (A) is incorrect because the review is positive, whereas skepticism is negative; furthermore, the choice addresses the content rather than the style of the passage. There is evidence to support (B)—for example, foxy-grandpopsical (line 48) and a crate of carrier pigeons and a flock of unfledged ideas (lines 51–52). There also are puns in the review, as when the author, having mentioned the film’s similarity to Mr. Deeds Goes to Town, says that Jefferson Smith really goes to town on Boss Taylor (line 55). All of these are examples of playful language—but, if time permits, see if there is a better answer. You probably can eliminate (C); although the review is very positive, there is nothing that specifically suggests friendship. If (D) were correct, you would expect the review to be full of historical references. The references point to details in the film, nothing more. If (E) were correct, you would expect the style to contain jargon and other references that only people who understand filmmaking well would understand; in fact, it is written on a popular level. The choice for which there is the most evidence—(B)—is the best choice.
4. Go back to the first and last paragraphs of Passage 2. In both places, the author admits that *Mr. Smith Goes to Washington* is a funny film; thus, (C) is incorrect. You also can eliminate (B); although there is evidence that Lincoln is a symbol in the film, the reviewer finds the symbolism quite clear. Nothing is said about the fate of Jefferson Smith, nor is it suggested that the film’s satire is shocking. Thus, you can eliminate (D) and (E), leaving you with (A). (A) seems the most logical inference, especially given the reviewer’s emphasis on the thought-provoking question raised by the scene at the Lincoln Memorial (lines 63–69).

5. This is the first question that relates the passages. To answer it, think first about what scene was discussed in Passage 1—a boy reading the inscription at the Lincoln Memorial. Next, scan Passage 2 to find any reference to the same scene. Lines 52–53 reveal that the envisioned scene made it into the film, but that information doesn’t eliminate any choices. The other reference begins at line 64, and it holds the answer to the question. The reviewer has just said that the scene is *not the melodramatic windup*, so you can eliminate (D). He spends the rest of the review, however, explaining why what happens in that scene makes the movie *much more than just another top-rank Frank Capra film* (line 69). (B), then, is the best answer; there is no evidence for (A), (C), or (E).

6. To answer this question, rephrase it—“How do I know that Jefferson Smith is a naive character?”—and then apply it to each passage. You can eliminate (B) because it refers only to Passage 2 and (C) because it refers only to Passage 1. (Both terms are appropriate for an innocent character, but the question requires you to look for information that appears in both passages.) Next, focus on the remaining choices—all of which refer to details mentioned in both passages—one by one. (A) seems a possible fate of a naive character; but try the other choices before making your decision. You can eliminate (D) because filibustering is a technique that even long-experienced politicians sometimes use. Finally, see how (E) is treated in each passage. Passage 1 tells you that Jefferson Smith plans to use the pigeons to send messages *back to Ma* (lines 3–4)—rather an old-fashioned or immature idea. Passage 2 does not repeat that information, but it does say that Smith comes to Washington with a *crate of carrier pigeons and a flock of unfledged ideas* (lines 51–52)—in other words, with ideas that have not been tested by experience. Given only (A) and (E) as choices at this point, (E) is clearly the better choice.

7. At a quick reading, this question seems to apply only to Passage 1; but you need to make sure that Passage 2 doesn’t say anything about a similarity between the character and the director. It does not stress such a similarity—but another review might have. You still need Passage 2, however. Only in Passage 2 is Saunders named as Smith’s assistant, making (E) incorrect. (B) is mentioned only in Passage 1; in Passage 1, the author expresses doubt that the time is ripe for uncovering graft in government. In neither passage is it stated or implied that Jefferson Smith has any such doubts. (See the first paragraph.) (C) is suggested in both passages, but in reference only to Jefferson Smith. There is no evidence for (D) in either passage. You can conclude that (A) is correct because Passage 1 tells you that the author visited the site and Passage 2 tells you that the character made the same visit.

8. If you have answered the other questions about the paired passage, you may sense the correct answer immediately. You can eliminate (B) and (E), which are mentioned only in Passage 2. The passages suggest that (A) and (C) are accurate comments about the film—but in both cases, such emphasis is placed upon Abraham Lincoln that (D) overshadows any other choice.

9. Some questions that relate paired passages ask you to imagine one author’s response to the ideas or comments of the other. Start by reviewing the main idea of the author being reacted to. (You already may have made a note about this main idea.) In this case, that’s the author of Passage 2, and his main idea is that because of its appeal to the words and ideals of Lincoln, *Mr. Smith Goes to Washington* is an exceptional film. You can imagine that the author of Passage 1—the person who made the film—would appreciate such a review. (In actuality, the film received its share of negative criticism, too.) That assumption leads you to (C), for the other choices suggest unhappy reactions. You can verify that (C) is correct by remembering the importance that the author of Passage 1 attached to his visit to the Lincoln Memorial.
EXERCISE

Directions: The two passages below are followed by questions based on their content and on the relationship between the two passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

The decades that followed the Civil War did not see an end to racism. How were African-Americans to respond to this lack of change? In the following passages, two African-American leaders of the time offer their views. Passage 1 is excerpted from a speech given by one leader at an 1895 agricultural fair in Atlanta. Passage 2 presents another leader’s response to the speaker's advice.

Passage 1

. . . To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door neighbor, I would say: “Cast down your bucket where you are”—cast it down in making friends in every manly way of the people of all races by whom we are surrounded.

Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions. And in this connection it is well to bear in mind that whatever other sins the South may be called to bear, when it comes to business, pure and simple, it is in the South that the Negro is given a man’s chance in the commercial world. . . . Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life; shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.

. . . As we have proved our loyalty to you in the past, in nursing your children, watching by the sick-bed of your mothers and fathers, and often following them with tear-dimmed eyes to their graves, so in the future, in our humble way, we shall stand by you with a devotion that no foreigner can approach, ready to lay down our lives, if need be, in defense of yours, interlacing our industrial, commercial, civil, and religious life with yours in a way that shall make the interests of both races one. In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress. . . .

Passage 2

Mr. Washington represents in Negro thought the old attitude of adjustment and submission; but adjustment at such a peculiar time as to make his programme unique. This is an age of unusual academic development, and Mr. Washington’s programme naturally takes an economic cast, becoming a gospel of Work and Money to such an extent as apparently almost completely to overshadow the higher aims of life. Moreover, this is an age when the more advanced races are coming in closer contact with the less developed races, and the race-feeling is therefore intensified; and Mr. Washington’s programme practically accepts the alleged inferiority of the Negro races. . . . In the history of nearly all other races and people the doctrine preached at such crises has been that manly self-respect is worth more than lands and houses, and that a people who voluntarily surrender such respect, or cease striving for it, are not worth civilizing.
In answer to this, it has been claimed that the Negro can survive only through submission. Mr. Washington distinctly asks that black people give up, at least for the present, three things,—

(45) First, political power,
Second, insistence on civil rights,
Third, higher education of Negro youth,—

and concentrate all their energies on industrial education, the accumulation of wealth, and the conciliation of the South. This policy has been courageously

(50) and insistently advocated for over fifteen years, and has been triumphant for perhaps ten years. As a result of this tender of the palm-branch, what has been the return? In these years there have occurred:

1. The disenfranchisement of the Negro.
2. The legal creation of a distinct status of civil inferiority for the Negro.
(55) 3. The steady withdrawal of aid from institutions for the higher training of the Negro.

These movements are not, to be sure, direct results of Mr. Washington’s teaching; but his propaganda has, without a shadow of a doubt, helped their speedier accomplishment. The question then comes: Is it possible, and

(60) probable, that nine millions of men can make effective progress in economic lines if they are deprived of political rights, made a servile caste, and allowed only the most meagre chance for developing their exceptional men? If history and reason give any distinct answer to these questions, it is an emphatic No.

And Mr. Washington thus faces the triple paradox of his career:

(65) 1. He is striving nobly to make Negro artisans business-men and property-owners; but it is utterly impossible, under modern competitive methods, for workingmen and property-owners to defend their rights and exist without the right of suffrage.
2. He insists on thrift and self-respect, but at the same time counsels a silent

(70) submission to civic inferiority such as is bound to sap the manhood of any race in the long run.
3. He advocates common-school and industrial training, and depreciates institutions of higher learning; but neither the Negro common-schools, nor Tuskegee itself, could remain open a day were it not for teachers trained in Negro colleges, or trained by their graduates. . . .

1. The first sentence of Passage 1 (lines 1-5) is directed at all of the following EXCEPT
   (A) African-Americans who want to leave the United States
   (B) African-Americans who live among white people
   (C) African-Americans who want to live apart from white people
   (D) members of other races
   (E) African-Americans in the South

2. Which of the following best restates the slogan, “Cast down your bucket where you are” (line 4)?
   (A) Make a difference in your own community.
   (B) Refuse to be a victim of prejudice.
   (C) Join my campaign—right here, right now.
   (D) Don’t be ashamed of honest labor.
   (E) Submit patiently to persecution.
3. In the third paragraph (lines 20–28), whom is the speaker addressing?
   (A) African-Americans
   (B) Women
   (C) White people
   (D) Men
   (E) Foreigners

4. In lines 32–34, the author interprets Mr. Washington’s campaign as relating primarily to
   (A) artistic achievement
   (B) civic issues
   (C) educational reform
   (D) social programs
   (E) economic concerns

5. According to the author of Passage 2, what is the long-term effect of a denial of civil rights?
   (A) A feeling of racial inferiority
   (B) A desire to leave the country and begin a new life elsewhere
   (C) The end of civilization
   (D) The encouragement of civil rebellion
   (E) The disappearance of opportunities for economic advancement

6. What is the overall attitude of the author of Passage 2 toward Mr. Washington?
   (A) He applauds Washington for his unique program.
   (B) He sees Washington’s philosophy as an important factor in decisions that have hurt African-Americans.
   (C) He considers Washington one of the few African American leaders who will say what needs to be said.
   (D) He considers Washington the direct cause of the problems that African-Americans are facing in his time.
   (E) He considers Washington a good friend but a poor leader.

7. According to the question posed in lines 59–62, what do African-Americans need if they are to improve their economic status?
   (A) Increased educational opportunities
   (B) Political and civil rights
   (C) Contact with “less developed races” in other countries.
   (D) The ability to vote
   (E) The chance to compete in business

8. Which of the following best describes the difference in tone of the passages?
   (A) Passage 1 is friendly; Passage 2 is caustic.
   (B) Passage 1 expresses grief; Passage 2 expresses hope.
   (C) Passage 1 is conciliatory; Passage 2 is more confrontational.
   (D) Passage 2 is more satirical than Passage 1.
   (E) Passage 1 is more disdainful than Passage 2.
EXERCISE

Directions: Each passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

Questions 1–7 are based on the following passage.

The following passage focuses on the life and achievements of an exceptional sculptor.

Even as a young boy growing up in Taos, New Mexico, Michael A. Naranjo, a Tewa Indian of the Santa Clara Pueblo, knew what he wanted to be. In his childhood dreams (made all the more real as he crafted animal figures from the same clay his mother used to make her pottery) Michael saw himself as an artist, creating with his hands the visions he held in his mind. However, in 1968 while serving in Vietnam, Michael’s dreams were nearly shattered when a grenade took away his eyesight and much of the use of his right hand. At twenty-three years of age, with only one good hand and no longer able to see the world around him, it seemed apparent that Michael’s life as an artist was not to be. Artists, however, rarely attain mastery of their medium solely because of their physical abilities or senses; and what seemed apparent to others was not at all apparent to Michael.

His eyesight was gone, that was true, but the images he had captured in his early youth, and those yet to be imagined, could not be destroyed by a grenade. Thus, while recuperating from his wounds, Michael asked for some clay and began to shape once again some of the figures he had molded as a boy. As he worked with the clay, another creative process was at work—Michael Naranjo was shaping himself into the master sculptor he is today. Drawing from the spirit within himself, Michael’s pieces evoke the strength of his Indian ancestry. Remembering the feast days of his youth, Michael has depicted in his work the Eagle Dance, Corn Dance, Hoop Dance, and Deer Dance, thus preserving in bronze these ancient traditions.

In a 1985 interview, Michael said, “I don’t want to be just your token Indian, or your token veteran, or your handicapped artist. . . . First and foremost, I am a sculptor.” And so it is—Michael Naranjo is not a great sculptor because he is an Indian or because he is a veteran, or because he cannot see; he is a great sculptor because he sees so well.

1. Throughout the passage, the author contrasts
   (A) works in clay and works in bronze
   (B) Naranjo’s youthful ambitions and the realities of his adult life
   (C) physical sight and artistic vision
   (D) Tewa and Pueblo artistic styles
   (E) Naranjo’s crippled hand and the delicacy of his sculptures

2. Naranjo “crafted animal figures” (lines 3-4) because
   (A) he had decided to become an artist
   (B) he was in Vietnam
   (C) he was watching the Hoop Dance
   (D) he had watched his mother make pottery
   (E) he was recuperating from grenade wounds
Questions 8–14 are based on the following passage.

In the summer of 1588, Spanish forces set sail, intending to invade England. The 130-ship Spanish Armada faced two challenges—the English fleet and the stormy weather. In the following passage, an excerpt from a book about this campaign, the author discusses the impact of the weather.

Throughout the voyage of the Armada the weather had been an almost unremitting foe. It was, with few exceptions, extraordinarily bad and became progressively worse. It was an appreciably more persistent and immeasurably more effective opponent than the English. The bad weather started even before the Armada set sail, when it was already unduly squally and cold—cold enough for Medina Sidonia to hope shipboard infections would be checked. Stalled in Lisbon by headwinds, then dispersed to northern Spanish ports by a storm severe enough to strip the mainmast from the Santa María de la Rosa and swamp Recalde’s Concepción Mayor, the Armada was further delayed, and its rations wasted, by an unprecedentedly rough July. Howard’s complaints of the storms and of the ‘extreme foul’ weather leave no doubt of the reality of adverse conditions. It is sometimes supposed that the weather was bad only in the eyes of the beholders and that the Spanish experienced difficulty merely because they had unweatherly ships and unseamanlike practices. Yet Howard’s words to Walsingham of 22 July—‘I know not what weather you have had there, but there never was any such summer seen here on the sea’—are objective testimony enough. The weather in the Channel was bad enough to keep Parma’s only galley penned in the Texelstroom and the Dutch flyboats in Flushing. ‘The like’, according to one of Walsingham’s agents, ‘hath not been seen by any at this time of year.’ When the Armada finally got out of Corunna, the galleys were almost at once parted by heavy seas. On 27 July, by Medina Sidonia’s account, ‘the sea was so heavy that all the sailors agreed that they had never seen its equal in July. Not only did the waves mount up to the skies, but some seas broke clean over the ships . . . It was the most cruel sight ever seen.’

3. In discussing Naranjo’s work, the author adopts a tone of
   (A) friendly criticism
   (B) great admiration
   (C) sneering disrespect
   (D) impatient condescension
   (E) mere tolerance

4. According to the author, at least some of Naranjo’s sculptures
   (A) had been started before he went to Vietnam
   (B) expand on themes found in Pueblo pottery
   (C) depict traditional dances
   (D) have brought a new pride to the Tewas
   (E) tell of the indignities that Native Americans have suffered

5. The author would most likely agree that Naranjo’s greatest work of art is
   (A) his bronze sculptures of Native American dances
   (B) his series of animal figures in clay
   (C) the legacy he is creating for artists of the future
   (D) what he has done with his own life
   (E) how he makes cultural themes universal

6. With which of the following statements would the author be LEAST likely to agree?
   (A) Naranjo’s success is due to his talent.
   (B) Naranjo has overcome his disability.
   (C) Naranjo is successful because he is a Native American.
   (D) Naranjo’s art reflects his Native American heritage.
   (E) Naranjo’s sculptures draw on his imagination.

7. In line 27, the author states “he is a great sculptor because he sees so well” because he believes that Naranjo
   (A) reproduces the world that he imagines other people can see
   (B) has struggled to master his media
   (C) has inherited his talent from his parents
   (D) is strengthened by his inability to see
   (E) is driven by vivid images of his world, even though he can no longer physically see
Good weather, it must be remembered, was essential for Spanish success. It was the least of the miracles they expected from God... Yet the only sustained period of good weather they enjoyed was during their perilous ride up the Channel, when the following wind actually favoured the English more by guaranteeing the pursuers' command of the weather-gauge. There were only two days on which abnormal turns in the weather helped them—the first... on 9 August, when the 'Catholic wind' blew them off the Flanders banks, the other nearly a fortnight later when the Armada was able to shorten its route round Scotland. For the rest, the uniform adversity of nature or providence was a challenge to endurance and a trial to faith.

8. According to the passage, why did the Armada's rations run short (line 10)?
(A) The Spanish suppliers had not planned well.
(B) Several supply boats were crippled by the weather.
(C) The English captured the storehouse of rations.
(D) The Santa María de la Rosa and the ConcepciónMayor unexpectedly joined the fleet.
(E) The fleet had not anticipated being stalled by summer storms.

9. What did the Santa María de la Rosa and the Concepción Mayor have in common (lines 7-11)?
(A) Both ships sank in the English Channel.
(B) Both ships ran out of supplies.
(C) Medina Sidonia owned them.
(D) Both were damaged by severe storms.
(E) Both began their voyage with the Spanish Armada in Lisbon.

10. According to lines 4-7, one unforeseen possible problem for the Spanish fleet was
(A) mutiny
(B) scurvy
(C) infectious disease
(D) the presence of English spies
(E) the displeasure of God

11. According to lines 12-15, some people considered the “bad weather” claim to be
(A) an understatement of the severity of the storms that summer
(B) induced by the poor quality of the ships, not by the weather itself
(C) a sixteenth-century example of weather forecasting
(D) an excuse for Medina Sidonia’s personal lack of interest in the campaign
(E) more fictional than factual

12. According to the author, in the entire campaign, the weather conditions were favorable to the Armada only
(A) for two days in August
(B) during the crossing of the English Channel
(C) in mid-July
(D) after Sidonia took command
(E) when the remains of the fleet limped back to Spain

13. Walsingham’s agent and Medina Sidonia agreed that
(A) the weather favored the English
(B) the maritime weather was the worst they had ever seen
(C) the weather should not have mattered to skilled sailors
(D) the Spanish fleet had the tactical advantages
(E) Calais was the place where the campaign would be won or lost

14. From the author’s comment in lines 27-28, it can be assumed that
(A) Spanish sailors were superstitious
(B) the Spanish considered the English to be unbelievers
(C) the Spanish fleet was at a serious disadvantage
(D) Spain’s ruler expected too much of this naval force
(E) Spanish sailors prayed regularly
Questions 15–23 are based on the following passage.

Of the events preceding the American Revolution, few capture the imagination more than the Boston Tea Party. The following passage is excerpted from a historical novel about those days; it opens the morning after the Boston Tea Party.

Johnny and Rab knew, and men like the Observers knew, but best of all Sam Adams knew, that the fiddler would have to be paid. England, unable to find the individuals who had destroyed this valuable property, would punish the whole town of Boston—make every man, woman, and child, Tories and Whigs alike, suffer until this tea was paid for. Nor was she likely to back down on her claim that she might tax the colonists any way she pleased.

Next day, all over Boston, boys and men, some of them with a little paint still showing behind their ears, were so lame they could scarce move their fingers, but none of them—not one—told what it was that had lamed them so. They would stand about and wonder who ‘those Mohawks’ might have been, or what the British Parliament might do next, but never say what they themselves had been doing, for each was sworn to secrecy.

Only Paul Revere showed no signs of the hard physical strain he had been under all the night before. Not long after dawn he had started on horseback for New York and Philadelphia with an account of the Tea Party. He could chop open tea chests all night, and ride all day . . . .

But when that bill came—the fiddler’s bill—that bill for the tea, it was so much heavier than anyone expected, Boston was thrown into a paroxysm of anger and despair. There had been many a moderate man who had thought the Tea Party a bit lawless and was now ready to vote payment for the tea. But when these men heard how cruelly the Town was to be punished, they swore it would never be paid for. And those other thirteen colonies. Up to this time many of them had had little interest in Boston’s struggles. Now they were united as never before. The punishment united the often jealous, often indifferent, separate colonies, as the Tea Party itself had not.

Sam Adams was so happy his hands shook harder than ever. For it had been voted in far-off London that the port of Boston should be closed—not one ship might enter, not one ship might leave, the port, except only His Majesty’s warships and transports, until the tea was paid for. Boston was to be starved into submission.

On that day, that first of June, 1774, Johnny and Rab, like almost all the other citizens, did no work, but wandered from place to place over the town. People were standing in angry knots talking, gesticulating, swearing that yes, they would starve, they would go down to ruin rather than give in now. Even many of the Tories were talking like that, for the punishment fell equally heavily upon the King’s most loyal subjects in Boston and on the very ‘Indians’ who had tossed the tea overboard. The closing of the port of Boston was indeed tyranny; this was oppression; this was the last straw upon the back of many a moderate man.

The boys strolled the waterfront. Here on Long Wharf, merchants’ counting houses were closed and shuttered, sail lofts deserted, the riggers and porters stood idle. Overnight, hundreds of such, and sailors and ropemakers, wharfingers and dock hands, had been thrown out of work.

The great ships of Boston which had been bringing wealth for over a hundred years were idle at their berths. Not one might come and go.

At first it was the men of the ships and wharves that were thrown out of work and could not get food for their families. The paralysis that started there would soon spread out and include everybody. For who now could buy new clothes? The clothiers and tailors would close shop. Not one man in Boston could afford a silver basin. The silversmiths would not last long. Nobody could pay rent. The wealthy landowners were headed for bankruptcy.

‘So,’ said Rab cheerfully, ‘looks like we’d all starve together.’
15. During the Boston Tea Party, Paul Revere apparently had been (lines 15–16)
   (A) patrolling the waterfront
   (B) busying himself in the secret activity
   (C) denouncing the British to Sam Adams
   (D) writing an eyewitness account of the event
   (E) returning to Boston from Philadelphia

16. In lines 14-17, the author describes the character of Paul Revere as
   (A) uncertain about which position to support
   (B) hot-headed
   (C) fun-loving and irresponsible
   (D) tireless and strong
   (E) resigned to the punishment that Boston would receive

17. According to lines 23–26, the colonies felt united because
   (A) each identified with Boston’s punishment
   (B) His Majesty’s warships threatened Boston harbor
   (C) the Tories now opposed the King on the issue of taxation
   (D) the “Mohawks” who had destroyed the tea were punished unjustly
   (E) they resented the idea of taxation without representation

18. In line 19, the word "paroxysm" most nearly means
   (A) moderate response
   (B) irresponsible act
   (C) violent outburst
   (D) courageous deed
   (E) just upheaval

19. What does “paying the fiddler” (lines 2 and 18) symbolize?
   (A) The recklessness of youth
   (B) Freedom of speech
   (C) Triumph over adversity
   (D) The growing anger among the colonists
   (E) The consequences of rebellion

20. How did Bostonians who had opposed the Boston Tea Party feel when the “fiddler’s bill” (line 18) arrived?
   (A) Fearful about what Britain would do next
   (B) Relieved that law and order had been preserved
   (C) Betrayed by the harshness of the decision
   (D) Sympathetic toward those who would be affected by it
   (E) Angry with Sam Adams and Paul Revere for having caused so much trouble

21. According to the passage, which Bostonians first felt the effects of Britain’s reaction?
   (A) Women and children
   (B) Shop owners and merchants
   (C) The “Mohawks”
   (D) Workers along the waterfront
   (E) Tories and Whigs

22. According to the passage, which of the following statements had not been true for “over a hundred years” (lines 45-46)?
   (A) All of Boston’s shops were closed.
   (B) Boston harbor was quiet.
   (C) People were starving.
   (D) A curfew was placed on the city.
   (E) Citizens were forbidden to leave town.

23. Which of the following would be the most appropriate title for this passage?
   (A) Redcoats on the Run
   (B) The Unification of the Colonies
   (C) His Majesty’s Disloyal Subjects
   (D) The Colonists’ Common Ground
   (E) The Siege of Boston
Questions 24–33 are based on the following two passages.

For almost 150 years after the American Revolution brought independence to the United States, women were denied the vote. Speaker 1 is a leader of the women’s suffrage movement who is defending her campaign in an 1873 speech. The words of Speaker 2, a President of the United States, are excerpted from a speech regarding an amendment to the Constitution, which he delivered to the United States Senate in 1918.

Speaker 1

The preamble of the Federal Constitution says:

“We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

For any state to make sex a qualification that must ever result in the disenfranchisement of one entire half of the people is to pass a bill of attainder, or an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity. To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, . . . might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters of every household—which ordains all men sovereigns, all women subjects, carries dissention, discord and rebellion into every home of the nation.

Webster, Worcester and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no State has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. . . .

Speaker 2

. . . If we be indeed democrats and wish to lead the world to democracy, we can ask other people to accept in proof of our sincerity and our ability to lead them whether they wish to be led by nothing less persuasive and convincing than our actions. . . . They are looking to the great, powerful, famous democracy of the West to lead them to the new day for which they have so long waited; and they think, in their logical simplicity, that democracy means that women shall play their part in affairs alongside men and upon an equal footing with them. If we reject measures like this, . . . they will cease to believe in us; they will cease to follow or to trust us. They have seen their own governments accept this interpretation of democracy,—seen old Governments like that of Great Britain, which did not profess to be democratic, promise readily and as of course this justice to women. . . .
Are we alone to refuse to learn the lesson? Are we alone to ask and take the utmost that our women can give—service and sacrifice of every kind—and still say we do not see what title that gives them to stand by our sides in the guidance of the affairs of their nation and ours? . . .

. . . I tell you plainly, as the commander-in-chief of our armies and of the gallant men in our fleets, as the present spokesman of this people in our dealings with the men and women throughout the world . . . I tell you plainly that this measure which I urge upon you is vital to the winning of the war and to energies alike of preparation and of battle.

And not to the winning of the war only. It is vital to the right solution of the great problems which we must settle, and settle immediately, when the war is over. . . . The problems of that time will strike to the roots of many things that we have not hitherto questioned, and I for one believe that our safety in those questioning days, as well as our comprehension of matters that touch society to the quick, will depend upon the direct and authoritative participation of women in our counsels. We shall need their moral sense to preserve what is right and fine and worthy in our system of life as well as to discover just what it is that ought to be purified and reformed. Without their counsellings we shall be only half wise.

That is my case. This is my appeal. Many may deny its validity, if they choose, but no one can brush aside or answer the arguments upon which it is based. . . .

24. Why does Speaker 1 analyze the preamble to the Constitution of the United States (lines 2-6)?

(A) To criticize the short-sightedness of its writers
(B) To prove that suffrage already has been promised to women
(C) To explain why the United States has been denying women the vote
(D) To demonstrate that her ability to understand political philosophy is as great as any man’s
(E) To compare it to the Declaration of Independence

25. In quoting from the Constitution, Speaker 1 emphasizes “domestic tranquility” (line 3) because

(A) the term has been abused by those who want to keep the vote from women
(B) most women at that time did not work outside the home
(C) she is addressing people who fought to preserve the Union
(D) she knows that many suffragists are also pacifists
(E) she believes that not allowing women to vote creates tension in the domestic realm

26. Based on lines 21–28, “oligarchy” most nearly means

(A) a belief in the natural superiority of men
(B) a government that has abolished universal suffrage
(C) a society in which men and women alike enjoy “the blessings of liberty”
(D) authority that comes as a result of personal wealth
(E) authority held by the privileged

27. Based on her speech, which of the following statements would Speaker 1 be LEAST likely to support?

(A) Women currently suffer under conditions similar to those that caused the American Revolution.
(B) African-American males already have won the battle for the vote.
(C) It is the ability to enforce laws that gives a government the right to govern.
(D) A good leader needs a good education.
(E) Women should be allowed not only to vote but also to run for office.
28. According to lines 59-66, Speaker 2 believes that women have a special ability to
   (A) act with courage
   (B) endure hardship
   (C) nurture children
   (D) sympathize with the oppressed
   (E) sense moral truth

29. In lines 67-69, Speaker 2 expresses a belief that his argument
   (A) cannot be reasonably opposed
   (B) is the same one that the writers of the Constitution would have presented
   (C) may need some refinement as the proposed amendment is discussed
   (D) must win passage for the amendment now—or never
   (E) will do little to sway those who are firmly opposed to women’s suffrage

30. According to Speaker 2, one of the results of World War I (lines 57-63) will be
   (A) the need for an international court to enforce civil rights legislation
   (B) an uneasy peace among the nations that fought
   (C) economic problems in the United States
   (D) a debate about the values of the past
   (E) a loss of other countries’ faith in the United States

31. Speaker 2’s tone is primarily one of
   (A) anger over the amount of time it has taken the proposal to get this far
   (B) thoughtful petitioning because the vital issue needs a logical foundation
   (C) embarrassment because of Great Britain’s leadership on the issue
   (D) reluctant admission that the issue cannot be put off any longer
   (E) uncertainty because of the firm positions of many senators

32. Both speakers present women’s suffrage as
   (A) an extension of the reasoning that gave the vote to African-American men
   (B) necessary to affirm the citizenship of women
   (C) key to a definition of democracy
   (D) a goal that will be achieved in the future
   (E) founded upon religious as well as political ideals

33. Both speakers probably would agree that without women’s suffrage,
   (A) the United States’ Constitution is meaningless
   (B) the United States could face another Civil War
   (C) the United States cannot reach its full potential
   (D) no man’s right to vote is secure
   (E) democracy is doomed to failure
SAT I MATHEMATICS QUESTIONS

There are three mathematics sections on the SAT I, containing three different question types. Standard multiple-choice questions ask you to select the correct answer from among five answer choices. Quantitative comparison questions ask you to compare the values in two columns and then select from among four options that don't change from question to question. Grid-in questions (also known as student-produced response questions) require you to supply the answer and grid it in according to the rules that will be discussed on pages 71–72. Though the order of the sections may vary, the question types are always distributed as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Questions</td>
<td>25 Questions</td>
</tr>
<tr>
<td>30 Minutes</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>15 Quantitative Comparison</td>
<td>25 Standard Multiple-Choice</td>
</tr>
<tr>
<td>10 Grid-in</td>
<td>10 Standard Multiple-Choice</td>
</tr>
</tbody>
</table>

Total Math Questions: 60
Total Math Testing Time: 75 minutes

For both the standard multiple-choice and quantitative comparison questions, you will lose a fraction of a point for a wrong answer. You don’t lose any points for a wrong answer to a grid-in question.

These general guidelines will help you as you approach mathematics questions on the SAT I.

1. **Bring your calculator.** You are permitted to use a calculator on any of the mathematics sections. Bring a calculator that you are thoroughly familiar with, but be discriminating in its use. A calculator is not necessary to solve any of the problems, and sometimes it will slow you down. As you practice on problems for the exam, ask yourself, “Will a calculator really help me here?”

2. **Remember the value of guessing.** When you do not know how to solve a multiple-choice or quantitative comparison question, consider guessing. If you can eliminate one or more of the answer choices, the odds actually favor your guessing. However, there is no advantage to random guessing.

3. **Use space on the page for scratchwork.** Bring at least four No. 2 pencils with good erasers, and use them to mark up the test booklet. Cross out answer choices that you know are wrong. Indicate questions that you skip and want to come back to. On geometric figures, write in facts that you know. Organize your scratchwork so that, if you have time, you can check it. For example, you might circle the scratchwork for question 15 and label it with a large “15.” If you are nervous or rushed, it might be good to write down even very simple sums such as $8 + 7$. Many students are more accurate when using a pencil than when doing math “in their heads.”

You will work with all three question types in the lessons to come. For now, however, put these strategies to work as you solve the multiple-choice questions on the next page.
EXERCISE

Eliminating Possibilities. Use the hint to eliminate at least one of the possible choices. Circle the letter of the correct answer.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5,000</td>
</tr>
<tr>
<td>B</td>
<td>11,000</td>
</tr>
<tr>
<td>C</td>
<td>x</td>
</tr>
<tr>
<td>D</td>
<td>y</td>
</tr>
</tbody>
</table>

1. In an election for the school board, 4 candidates received a total of 20,000 votes. What is the maximum possible value for x in the chart?
   (A) 3,000  
   (B) 4,000  
   (C) 9,000  
   (D) 11,000  
   (E) 20,000
   
   HINT: The answer must be less than 20,000.

2. A postal carrier delivers mail to houses with numbers 349 through 401. Every number in the sequence is assigned to a house. How many houses are in this delivery route?
   (A) 153  
   (B) 152  
   (C) 53  
   (D) 52  
   (E) 51
   
   HINT: The answer should be less than 100.

3. Marianne Ramirez was reelected to the senate 2 years ago. At that time, she had been a senator for n years. In terms of n, how many years will she have served 2 years from now?
   (A) n + 4  
   (B) n + 2  
   (C) 2n  
   (D) n  
   (E) \( \frac{n}{2} \)
   
   HINT: The answer will be greater than n.

4. If \( 4 - k = 0 \), then \( 6 - k = \)
   (A) 10  
   (B) 6  
   (C) 4  
   (D) 2  
   (E) 0
   
   HINT: There is no number k for which \( 4 - k \) is equal to \( 6 - k \).

5. If \( \frac{3}{4} = \frac{n}{3} \), then n =
   (A) \( \frac{4}{9} \)  
   (B) \( \frac{4}{3} \)  
   (C) \( \frac{9}{4} \)  
   (D) 4  
   (E) 9
   
   HINT: The left side of the equation is a number less than 1.

6. Last month, $18,000 was collected for the Democratic campaign in the 4th ward. If candidate A receives one-third of the money, and candidate B receives one-third of the remainder, how much is left in the fund?
   (A) $4,000  
   (B) $6,000  
   (C) $8,000  
   (D) $10,000  
   (E) $16,000
   
   HINT: Since one-third of 18 is 6, the answer must be less than 18,000 – 6,000.
Two of the math sections you will have will consist of multiple-choice questions with 5 answer choices.

<table>
<thead>
<tr>
<th>25 Questions/30 Minutes</th>
<th>10 Questions/15 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Standard Multiple-Choice</td>
<td>10 Standard Multiple-Choice</td>
</tr>
</tbody>
</table>

Bring an accurate watch and keep track of how much time has passed. Remember:

- You will receive the same number of points for each question answered correctly.
- Questions at the end of each math section are more difficult than those at the beginning.
- Do not spend too much time on any one question.
- Do not try to finish a math section unless you are aiming for a math score above 650.
- Look for ways to use estimation and properties of numbers to identify solutions. A few of these properties are shown below.

**PROPERTIES OF FRACTIONS**

A fraction equals 1 if the numerator equals the denominator.

\[
\frac{3}{3} = 1, \quad \frac{4 + 5}{12 - 3} = 1, \quad \frac{x + x}{2x} = 1
\]

When you multiply two numbers between 0 and 1, the product is less than either number.

\[
\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}
\]

If two fractions have equal numerators, the greater fraction is the one with the smaller denominator.

\[
\frac{3}{2} > \frac{3}{4}, \quad \frac{5}{6} > \frac{5}{8}
\]

A fraction is greater than one-half if the numerator is more than one-half of the denominator.

\[
\frac{3}{6} = \frac{1}{2}, \quad \frac{3}{5} > \frac{1}{2}, \quad \frac{3}{7} < \frac{1}{2}
\]

**PROPERTIES OF 0**

A number plus or minus 0 equals the number.

\[
4 + 0 = 4, \quad \frac{3}{5} + \frac{5 - 5}{6} = \frac{3}{5}
\]

Any number times 0 is 0; 0 divided by any number is 0.

\[
4 \times 0 = 0, \quad 0 \div 12 = 0
\]

Division by 0 is considered undefined or meaningless.

\[
For \quad \frac{3}{n - 7}: \quad n \text{ cannot equal 7.}
\]

Keep these properties in mind as you work through the two sets of exercises on the next page.
EXERCISE A

Using Properties of Fractions. Circle the letter of the correct answer for each problem. Hints have been included to help you.

1. In 1899, Spain sold the Philippines to the United States for $20 million. Florida had been purchased for one-quarter of that amount. How much less money was involved in the Florida transaction?

   (A) $\frac{1}{20} \times$ $20$ million
   (B) $\frac{1}{4} \times$ $20$ million
   (C) $\frac{1}{3} \times$ $20$ million
   (D) $\frac{3}{4} \times$ $20$ million
   (E) $\frac{19}{20} \times$ $20$ million

   HINT: The price of the Philippines represents 1 whole, or $\frac{4}{4}$. First subtract the fraction for Florida from the fraction for the Philippines.

2. What fraction of 10 hours is 10 seconds?

   (A) $\frac{1}{10}$
   (B) $\frac{1}{60}$
   (C) $\frac{1}{100}$
   (D) $\frac{1}{360}$
   (E) $\frac{1}{3600}$

   HINT: To change hours to seconds, multiply by 60 twice.

3. If $\frac{3}{5}$ of a number is 15, then $\frac{2}{5}$ of that number is

   (A) 5
   (B) 6
   (C) 10
   (D) 12
   (E) 18

   HINT: Find $\frac{1}{5}$ of the number.

4. If $n = a + 10$ and $m = a - 5$, then what is the value of $n - m$?

   (A) -15
   (B) -5
   (C) 5
   (D) 15
   (E) 20

   HINT: You are to subtract $a - 5$ from $a + 10$. Use the facts that $a - a = 0$ and $10 - (-5) = 10 + 5$.

5. At the Constitutional Convention, the northern and southern delegates agreed to count each slave as three-fifths of a person for purposes of taxation and determining each state’s delegation in the House of Representatives. If half the population of a state was slaves, by what fraction was its counted population reduced?

   (A) $\frac{1}{2}$
   (B) $\frac{1}{3}$
   (C) $\frac{3}{10}$
   (D) $\frac{1}{5}$
   (E) $\frac{1}{10}$

   HINT: If $\frac{3}{5}$ of the slaves were counted, then the fraction not counted was $1 - \frac{3}{5}$.

EXERCISE B

Using Properties of 0. Circle the letter of the correct answer for each problem. Hints have been included to help you.

4. If $n = a + 10$ and $m = a - 5$, then what is the value of $n - m$?

   (A) -15
   (B) -5
   (C) 5
   (D) 15
   (E) 20

   HINT: You are to subtract $a - 5$ from $a + 10$. Use the facts that $a - a = 0$ and $10 - (-5) = 10 + 5$.

5. At the Constitutional Convention, the northern and southern delegates agreed to count each slave as three-fifths of a person for purposes of taxation and determining each state’s delegation in the House of Representatives. If half the population of a state was slaves, by what fraction was its counted population reduced?

   (A) $\frac{1}{2}$
   (B) $\frac{1}{3}$
   (C) $\frac{3}{10}$
   (D) $\frac{1}{5}$
   (E) $\frac{1}{10}$

   HINT: If $\frac{3}{5}$ of the slaves were counted, then the fraction not counted was $1 - \frac{3}{5}$. 

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All of the choices for each problem on the SAT I are listed for a reason. The incorrect choices usually result from an error that many students make. Answer choices provide information. Before working a question, read the entire problem, including the answer choices. The choices may give you clues as to what form the correct answer should take (fraction, decimal, percent), or the approximate range or value of the answer (between 10 and 40, less than 1).

**EXAMPLE WITH RATIO AND PROPORTION**

An army advanced at the rate of 4 miles per day. How many days did it take for the army to advance 50 miles?

(A) 11 (B) 11.5 (C) 12 (D) 12.5 (E) 13

Two different ways to answer the question are shown in the chart below.

<table>
<thead>
<tr>
<th>Using the Answer Choices</th>
<th>Using Computation</th>
</tr>
</thead>
</table>
| The choices show that the answer is a number from 11 through 13. How far would the army go in 11 days? in 12 days? in 13 days? The results are 44 miles in 11 days, 48 miles in 12 days, and 52 miles in 13 days. Since the correct answer must be between 12 and 13 days, you know that it must be (D). | Set up a proportion using \( d \) for the total number of days. Then use cross-multiplication to solve for \( d \). 
\[
\frac{4 \text{ miles}}{1 \text{ day}} = \frac{50 \text{ miles}}{d \text{ days}}
\]
\[
4d = 50, \quad d = 12.5
\] |

**EXAMPLE WITH PERCENTS**

A state had 8 congressional representatives in 1940 and 6 in 1950. What was the percent change in representation?

(A) 75% increase   (B) 25% increase   (C) 25% decrease   (D) 33\( \frac{1}{3} \) % decrease   (E) 50% decrease

<table>
<thead>
<tr>
<th>Using the Answer Choices</th>
<th>Using Computation</th>
</tr>
</thead>
</table>
| Decide if the percent of change will be positive (an increase) or negative (a decrease). Since there are fewer representatives in 1950, the percent change is negative. That eliminates choices (A) and (B). A 50% decrease would be 4 because 50% of 8 is 4. That eliminates choice (E). At this point, you could guess between the two remaining choices if you still were not sure of what to do. | The percent change is the amount of change divided by the original number. \[
\frac{\text{decrease of } 2}{\text{originally } 8} = \frac{-2}{8} = -25\%
\] |

As you work through the questions on the next page, decide whether you should use the answer choices or use computation to solve each one.
EXERCISE

Solving Mathematics Questions. Circle the letter of the correct answer for each problem. Hints have been included to help you.

<table>
<thead>
<tr>
<th>Biography</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail Adams</td>
<td>$29.50</td>
</tr>
<tr>
<td>Benjamin Harrison</td>
<td>$24.50</td>
</tr>
<tr>
<td>Alice Roosevelt</td>
<td>$22.00</td>
</tr>
<tr>
<td>Marcus Garvey</td>
<td>$19.50</td>
</tr>
<tr>
<td>Chief Pontiac</td>
<td>$19.00</td>
</tr>
</tbody>
</table>

1. Five biographies of well-known Americans were purchased for the school library for the prices listed. What was the average (arithmetic mean) price per book?

   (A) $19.00  
   (B) $22.10  
   (C) $22.90  
   (D) $23.20  
   (E) $23.90

HINT: The average must fall between the lowest number and the highest number. Which answer can you eliminate?

2. If 100 Confederate dollars were worth \( n \) Union dollars, then, in terms of \( n \), how many Union dollars would 5 Confederate dollars be worth?

   (A) \( \frac{n}{20} \)  
   (B) \( \frac{n}{5} \)  
   (C) \( 5n \)  
   (D) \( \frac{5}{n} \)  
   (E) \( \frac{20}{n} \)

HINT: Since 100 Confederate dollars equals \( n \), should the answer be greater than \( n \) or less than \( n \)?

3. In the table above, the percent increase in the population was the greatest in which of the following periods?

   (A) 1930–1940  
   (B) 1940–1950  
   (C) 1950–1960  
   (D) 1960–1970  
   (E) 1970–1980

HINT: The population increased by \( \frac{2}{5} \) in the first period. Write five fractions and compare them. You do not actually have to compute percents.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>50,000</td>
</tr>
<tr>
<td>1940</td>
<td>70,000</td>
</tr>
<tr>
<td>1950</td>
<td>80,000</td>
</tr>
<tr>
<td>1960</td>
<td>100,000</td>
</tr>
<tr>
<td>1970</td>
<td>130,000</td>
</tr>
<tr>
<td>1980</td>
<td>150,000</td>
</tr>
</tbody>
</table>

4. The student council has 30 members, 18 of whom are girls. If two-thirds of the girls are either freshmen or sophomores, what percent of the council are girls in their junior or senior year?

   (A) 20%  
   (B) 23 1\%  
   (C) 33 1\%  
   (D) 40%  
   (E) 50%  

HINT: First find the number of girls who are juniors or seniors. Then divide by the number of people on the council.
The problems in this lesson provide you with additional practice for the SAT I. As you study the problems, keep the following pointers in mind:

- Read the entire problem before you begin. Use the answer choices to gain ideas and information about the problem.
- Write out your calculations. You are less likely to make a mistake with paper and pencil than with mental mathematics.
- Before you use your calculator, think about whether it will really help you to solve the problem.
- Use estimation and number properties to eliminate answer choices.

**EXERCISE**

**Solving Mathematics Questions.** Circle the letter of the correct answer for each problem. As you study the questions, notice the incorrect answer choices. Can you find a logical reason why each choice was included?

1. If $16 \times 16 \times 16 = \frac{64 \times 64}{n}$, then $n = $
   - (A) $\frac{1}{4}$
   - (B) 1
   - (C) 4
   - (D) 16
   - (E) 64

2. The fraction $\frac{30}{48}$ equals all of the following EXCEPT
   - (A) $\frac{5}{8}$
   - (B) $\frac{3}{12}$
   - (C) $\frac{10}{16}$
   - (D) $\frac{15}{24}$
   - (E) $\frac{60}{96}$

3. In the Marshall Plan, the United States Congress funded $13$ billion for a 4-year recovery program for the nations of Europe after World War II. What was the average cost per year?
   - (A) $2.6$ billion
   - (B) $2.8$ billion
   - (C) $3$ billion
   - (D) $3.25$ billion
   - (E) $3.5$ billion

4. To defeat a presidential veto, two-thirds of the 435-member House of Representatives must vote for the bill. When a bill is NOT defeated, which best describes $n$, the number of people who might have voted for it?
   - (A) $n \geq 145$
   - (B) $n > 145$
   - (C) $n \leq 290$
   - (D) $n < 290$
   - (E) $n < 291$

5. Half the sum of two numbers is 10. If one of the numbers is 6, then the other number divided by 2 is
   - (A) 3
   - (B) 6
   - (C) 7
   - (D) 12
   - (E) 14
Questions 6–7 refer to the following chart.

| United States Trade With Europe (in millions of dollars) |
|-----------------|-----------------|-----------------|
| Year            | 1965            | 1975            | 1981            |
| Exports         | $9.3            | $32.1           | $69.7           |
| Imports         | $6.2            | $21.4           | $53.5           |

6. By what percent did imports increase from 1975 to 1981?
   (A) 32%
   (B) 50%
   (C) 60%
   (D) 113%
   (E) 150%

7. In which two years was the ratio of imports to exports approximately the same?
   (A) 1965 and 1975
   (B) 1965 and 1981
   (C) 1975 and 1981
   (D) No two ratios are approximately the same.
   (E) The three ratios are equal.

9. In the 1824 presidential election, none of the candidates won a majority of votes in the electoral college. Approximately what percent of the votes was received by candidates other than Andrew Jackson?
   (A) 37%
   (B) 38%
   (C) 53%
   (D) 62%
   (E) 63%

10. The average age of 3 people running for election was 42. A fourth person joins the race and the average drops to 40. What is the age of the fourth person?
    (A) 32
    (B) 34
    (C) 35
    (D) 36
    (E) 40
SAT I QUANTITATIVE COMPARISON QUESTIONS

One of the three mathematics sections on the SAT I will contain 15 questions of a type known as quantitative comparisons.

In quantitative comparison questions, you are asked to compare the values in two columns and choose one of four answer choices, as described below.

The questions each consist of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet fill in the oval that is appropriate.

**Answer:**
A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the relationship cannot be determined from the information given.

Though the directions appear at the top of each page on the exam, it's a good idea to memorize them. Notice that there is no choice E for these questions. **An E response will not be scored.**

Four examples follow, one for each of the four possible answer choices. You should always write out the answer choice letters "A B C D" and cross each one out as you eliminate it.

1. **Column A**
   - \( x + 6 \)
2. **Column B**
   - \( x + 4 \)

3. **Column A**
   - \( 50\% \text{ of } 18 \)
4. **Column B**
   - \( 10 \)

5. **Column A**
   - \( x + x \)
6. **Column B**
   - \( 2x \)

For Example 1, A is the correct answer because the quantity in Column A is ALWAYS greater than the quantity in Column B.

For Example 2, B is the correct answer because the quantity in Column B is ALWAYS greater than the quantity in Column B.

For Example 3, C is the correct answer because the quantities in Column A and Column B are ALWAYS equal.

Look carefully at Example 4. If \( x \) is a positive number, then \( 2x \) is larger than \( x \). For example, \( 2(1) \) is greater than \( 1 \). But if \( x \) is 0, then the two columns are equal, since \( 0 = 2(0) \). At this point the answer must be D, because Column B is not always larger. Also notice that when \( x \) is negative, Column A is larger. For example, \( -1 \) is greater than \( 2(-1) \).
EXERCISE A

Answering Comparison Questions with Correct Answers of A, B, or C. Use the answer choice letters below to eliminate answers. If there are no variables involved, you can eliminate answer D.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cost of 20,000 campaign posters at 35¢ each</td>
<td>$7,500</td>
</tr>
<tr>
<td>2. 100</td>
<td>37,762</td>
</tr>
<tr>
<td>3. ( \frac{3}{4} + \frac{1}{2} )</td>
<td>1.25</td>
</tr>
</tbody>
</table>

EXERCISE B

Answering Comparison Questions with Correct Answer Choice D. For each question, choice D is the correct answer. Sometimes A is greater, sometimes B is greater, and/or sometimes A and B are equal. Complete the justification for choice D on the blanks provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. $125</td>
<td>The price of a hat increased by 25%</td>
</tr>
</tbody>
</table>

Justification: D is the correct choice because you do not know the price in Column B. If the price were $50, Column B would equal ________. If the price were $200, Column B would equal ________.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The width of a rectangle with an area of 50 square feet</td>
<td>10 feet</td>
</tr>
</tbody>
</table>

Justification: D is the correct choice because you do not know the length of the rectangle in Column A. If the length were 10 feet, the width would be ________. If the length were 2 feet, the width would be ________.  

SUMMARY DIRECTIONS FOR COMPARISON QUESTIONS

Answer:
A if the quantity in Column A is greater;
B if the quantity in Column B is greater;
C if the two quantities are equal;
D if the relationship cannot be determined from the information given.
In many quantitative comparison questions, information is printed above the two columns. This can make the questions more challenging. Here are four examples:

1. In the year X, 34% of the Hispanic population of the United States lived in California.

2. The price of a barrel of oil increased by 25%, and then the new price was decreased by 20%.

3. In an American history class, 80% of the girls and 75% of the boys were present.

4. In Example 1, you must first find the value of x in the second equation. Since x equals 3, y must equal 7. So, y is greater than x and B is the correct choice.

In Example 2, 66% of the people live outside California. B is correct.

In Example 3, use $100 as a sample price. When that price is increased by 25%, the new price is $125. When that price is decreased by 20% (or one-fifth), $125 goes back to $100. The columns show equal quantities; thus, C is the correct choice.

In Example 4, you cannot compare the quantities. If the class had 10 girls and 100 boys, the numbers absent would be 8 and 75. If the class had 100 girls and 100 boys, the numbers would be 80 and 75. D is the correct choice.

Before you solve each question on the next page, carefully read the information printed above the two columns. Then let the analysis guide you to the correct answer.
EXERCISE

Solving Comparison Questions. Complete the analyses found below the sample questions. Write your answers on the blank lines provided.

### Column A

\[ A = \{0.79, 0.079, 0.07\} \]

\[ B = \{0.097, 0.97, 0.009\} \]

1. **The greatest number in Set A**

   The greatest number in Set A is _______.

   The greatest number in Set B is _______.

   Column _______ is greater than Column _______. The correct choice is _______.

2. **The number of Senators who voted for the roll call**

   Column A must be at least _______ because one-fifth of 75 is _______.

   The vote could have been 15 for and _______ against.

   However, the vote also could have been _______ and 0 against.

   The correct choice is _______.

3. **The population of country A**

   The ratio of the population of country A to country B is greater than 1.

   When a ratio or a fraction is greater than 1, the top number must be greater than _______.

   If the ratio of the populations is greater than 1, then the first number is _______ the second number.

   The correct choice is _______.

4. **100**

   \[ \frac{pr}{s} \]

   First, write the top statement as the proportion \( \frac{s}{r} = \frac{p}{100} \).

   Now use cross-multiplication to create the equation \( p \times r = s \times _____ \).

   Divide both sides by \( s \). The result is _______.

   This shows that the correct choice is _______.

68 SAT I MATHEMATICAL REASONING
The problems in this lesson provide you with additional practice for the quantitative comparison questions on the SAT I. You may use a calculator. Write your answers on a separate sheet of paper. Questions 1–15 each consist of two quantities, one in Column A and one in Column B. You are to compare the two quantities.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of degrees in a right angle</td>
<td>The number of degrees in a straight angle</td>
</tr>
<tr>
<td>2. .003 – 2</td>
<td>.002 – 3</td>
</tr>
<tr>
<td>3. The number of registered Democrats today</td>
<td>The number of registered Republicans today</td>
</tr>
<tr>
<td>4. The population of County X if there are 100 people per square mile</td>
<td>The population of County Y if there are 50 people per square mile</td>
</tr>
<tr>
<td>5. ( \sqrt{3} )</td>
<td>( \frac{\sqrt{8}}{\sqrt{4}} )</td>
</tr>
<tr>
<td>6. The greatest possible product of two odd numbers less than 10</td>
<td>The greatest possible product of two even numbers less than 10</td>
</tr>
<tr>
<td>7. The least fraction shown</td>
<td>The product of the greatest fraction shown and ( \frac{4}{5} )</td>
</tr>
<tr>
<td>8. ( (\frac{1}{4})^2 )</td>
<td>( \sqrt{\frac{1}{4}} )</td>
</tr>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>On a history test, the average score for the</td>
<td>12. $120,000,000</td>
</tr>
<tr>
<td>girls was 97 and the average score for the</td>
<td></td>
</tr>
<tr>
<td>boys was 91.</td>
<td>One-quarter of a billion dollars</td>
</tr>
<tr>
<td>9. The average score for the total group</td>
<td></td>
</tr>
<tr>
<td>94</td>
<td></td>
</tr>
<tr>
<td>10. The number of seconds in a day</td>
<td>The number of minutes in a month</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The number of soldiers in a division if</td>
<td>The number of soldiers in a division if</td>
</tr>
<tr>
<td>there were 150 patrols in the division, 60</td>
<td>there were 180 patrols in the division, 100</td>
</tr>
<tr>
<td>squads in each patrol, and 40 soldiers in</td>
<td>squads in each patrol, and 20 soldiers in</td>
</tr>
<tr>
<td>each squad</td>
<td>each squad</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13.  20% of ( x ) is more than 10</td>
<td></td>
</tr>
<tr>
<td>( x )</td>
<td>60</td>
</tr>
<tr>
<td>14. ( n \neq 0 )</td>
<td></td>
</tr>
<tr>
<td>( n + (-n) )</td>
<td>( n \times \frac{1}{n} )</td>
</tr>
<tr>
<td>15. ( 2c - a )</td>
<td>( b )</td>
</tr>
</tbody>
</table>

\( \frac{1}{n} \cdot n = 1 \)
SAT I GRID-IN QUESTIONS

There are 10 grid-in questions (also known as student-produced responses) on the SAT I. For these questions there are no answer choices—you will have to enter your solution into a four-column grid. You can grid whole numbers, fractions, and decimals from 0 to 9,999, but you must do it according the specific rules discussed below.

For example, consider this problem.

What is the greatest two-digit multiple of 4?  
The answer is 96. Since you can begin your answer in any column, you also will be credited for these grids.

You don’t have to write in the answer at the top of the grid, but doing so may help you to prevent gridding errors. Remember these pointers as well:

THINGS TO REMEMBER

• Don’t mark more than one oval in a column.
• If a question has more than one correct answer, grid only one of the answers.
• Negative numbers, square roots, or numbers like pi cannot be answers to grid-ins.

GRIDDING FRACTIONS AND DECIMALS

Fractions and decimals can also be gridded, using the fraction line on the top row of ovals, or the decimal point on the second row. Fractions do not have to be reduced to lowest terms.

What is a possible value for \(a\), if \(\frac{1}{4} < a < \frac{1}{2}\) ?

There are many answers to this question, and you will receive full credit for any one of them. Here are three possible grids for the fraction \(\frac{1}{3}\):
Since $\frac{1}{4} = .25$ and $\frac{1}{2} = .5$, you also could have gridded any decimal between .25 and .5—for example, .3.

You must be particularly careful when rounding decimals for an exact answer. The rule is that you must grid the most accurate decimal that the grid will accommodate. For example, if you want to grid the decimal equivalent of $\frac{1}{6}$ (0.1666...), you either can grid .166 or round up the last decimal place and grid .167. You will not receive credit for gridding .16 or .17.

**GRIDDING MIXED NUMBERS**

Do NOT grid mixed numbers such as $3 \frac{1}{2}$ or $4 \frac{1}{3}$. For example, do not attempt to grid $3 \frac{1}{2}$ like this:

The grid-reading system will read this as $\frac{31}{2}$. To grid $3 \frac{1}{2}$, you will have to grid the improper fraction $\frac{7}{2}$ or the decimal 3.5.
STRATEGIES FOR SOLVING SAT I GRID-IN QUESTIONS

Since you do not have answer choices to guide you in the grid-in questions, take the time to be sure of your work. These guidelines can help you.

1. **Check your answers.** Try to do a quick check of your work. If you’re checking an equation, you can plug the solution into the equation; if you’re checking a calculation, try doing the calculation differently. For example:

   **If \( 3x + 2 = 17 \), what does \( x + 1 \) equal?**

   The solution to this equation is \( x = 5 \), so \( x + 1 = 6 \). To check the solution, you can substitute 5 for \( x \) in the original equation.

   \[
   3(5) + 2 = 17 \\
   17 = 17 \\
   \text{The solution checks.}
   \]

2. **Make sure that your answer is sensible.** Always ask yourself, “Does my answer make sense?” You can determine this by doing a rough mental estimate. For example:

   **What is 20% of 30% of 50?**

   Suppose you used your calculator and obtained the answer 30. A mental estimate should tell you that you made a mistake. Since 30% of 50 is less than 25 (25 is one-half of 50), 20% of 30% of 50 cannot equal 30.

3. **Use your calculator wisely.** As with other question types, you are allowed to use your calculator—but don’t get calculator crazy. Calculators are not necessary to solve any problem, and sometimes they may slow you down.

   **What is the remainder when 724,537 is divided by 5?**

   If you do this division on your calculator, you will get the answer 144,907.4. You then have to realize that .4, or \( \frac{4}{10} \), represents a remainder of 2. It would have been much simpler to reason that any number ending in a 0 or 5 is divisible by 5. Since 724,537 ends in a 7, it gives a remainder of 2 when divided by 5.
Sometimes a calculator may help to speed things along. For example,

A pretzel vendor buys pretzels at the rate of 20 for $8.00, and she sells them for $1.25 each. What is the vendor’s profit, in dollars, if she sells 11 pretzels? (Disregard the dollar sign—$— when gridding your answer.)

For this problem, you can use your calculator to divide $8.00 by 20, giving a cost of $.40 per pretzel. Then subtract $.40 from $1.25, giving you $.85, the profit per pretzel. Finally, multiply $.85 by 11, for a total profit of $9.35. On the answer sheet, you would grid 9.35, ignoring the $ sign.

If you’re going to use your calculator for a problem, it’s a good idea to write out the steps of the problem. For example, in the problem above, you would start by writing $8.00 ÷ 20 = .40. Writing out the steps will help you to avoid mistakes in reasoning and in calculating.
PRACTICE IN SOLVING SAT I GRID-IN QUESTIONS

As you solve these additional problems,

- ask yourself if a calculator will help you to answer the question.
- check your work.
- make sure that your answer is sensible.

Unlike the standard multiple-choice and quantitative comparison questions, you do not lose points for incorrect answers on the grid-in questions. Don’t be afraid to guess.

1. It began raining at 12 P.M. on a certain day, and by 2 P.M., 0.8 inches of rain had fallen. If the rain fell at a uniform rate, then how many inches had fallen by 1:30 P.M.?

2. There are 4 female and 24 male managers in a company. How many more female managers will the company have to hire in order to increase the ratio of female to male managers to 1 to 3?

3. If \(37 - 2x = 32\), then what does \(37 - 4x\) equal?

4. Grid in a value for \(2p\) if \(p\) is a 1-digit prime number.
5. What is the largest 3-digit number that can be expressed as the product of 3 consecutive integers?

8. Francis buys shrimp dumplings at 6 for $1.00 and sells them at 3 for $1.50. Approximately what percent of the selling price is her profit? (Disregard the percent sign—%—when gridding your answer.)

6. In the town of Longlife, 3% of the women and 1% of the men are at least 85 years old. If there are 90 women and 25 men who are at least 85 years old, what is the total population of Longlife?

9. If the circumference of circle O above is $8\pi$, and AC is the diameter, what is the area of triangle ABC?

7. When a number is added to one-half of itself, the result is 10. What is the number?

10. Nolan did charity work according to the table above. In order to average 5 hours of charity work per week for the entire 52-week year, how many hours will Nolan have to average per week for the final 13 weeks?
The SAT II Writing Test consists of two major parts—an essay and several sets of multiple-choice questions. You will have one hour to complete the test, divided into 20 minutes for planning and writing the essay and 40 minutes for answering the 60 multiple-choice questions.

The next four strategies lessons will help you prepare for each kind of question on the SAT II Writing Test; here, however, is an overview of what you will find on the test.

1. **An essay question**. As you can imagine, an important part of this test is an actual writing sample. You will be given a topic and an assignment—usually one that asks you to react to a statement or defend an opinion. Sometimes the topic will include facts that you might refer to in your response, but it will not require you to have specific knowledge of a subject. Instead, the assignment will ask you to use your life experiences and general reading to support your ideas.

2. **Error identification questions**. There will be two sets of error ID questions, with 30 error ID questions in all. Each question consists of a sentence in which four words or groups of words are underlined and lettered A through D. You are asked to find which one of the four choices is a departure from the conventions of standard written English. Sometimes the sentence is correct as written; in those cases, you are to choose (E)—**No error**.

3. **Sentence correction questions**. The SAT II Writing Test will contain one set of 18 sentence correction questions. Unlike error identification questions, sentence correction questions call upon your revision skills. They ask you to focus on part or all of a sentence and decide (1) whether it needs revision and (2) if so, how best to revise it without changing its meaning. Some sentence correction questions require revisions in usage—that is, they ask you to correct misuses of standard written English. Other sentence correction questions require revisions to avoid poor sentence structure, awkward or unclear language, passive constructions, and so on.

4. **Revision-in-context questions**. Two sets of revision-in-context questions will appear, back-to-back, on the SAT II, with 12 revision-in-context questions in all. All of the questions in one set relate to a passage—an early draft of a sample student essay. Like sentence correction questions, many revision-in-context questions ask you to evaluate a sentence from the passage and decide how best to revise part or all of it. These revisions, however, require you to think not only about the sentence as it stands alone but about how it works with other sentences in the passage to express meaning. A few revision-in-context questions will focus on larger issues, such as the purpose of a paragraph or a general revision that would improve the passage as a whole.

The following examples will introduce you to each of the four kinds of questions on the SAT II Writing Test. You will work with full-length exercises in the next four strategies lessons.

**EXERCISE**

**ESSAY Directions**: You have twenty minutes to plan and write an essay on the topic assigned below.

**Topic**: A well-known proverb urges, “Look before you leap.” A seemingly contradictory warning comes from an equally well-known proverb, “He who hesitates is lost.”

**Assignment**: Write an essay in which you support one proverb over the other or reconcile the difference between the two. Support your view with specific examples from your personal experiences, your observations of others, or your reading.
ERROR IDENTIFICATION Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom. Some sentences are correct. No sentence contains more than one error. You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English. If there is an error, select the one underlined part that must be changed to make the sentence correct. If there is no error, select letter E.

1. For generations, the nomadic Rendille people of East Africa carry their supplies and housing materials from place to place on the backs of donkeys.
   - A B
   - C D
   - E

2. Their dwellings are easily taken apart and put together again on account of the fact that they are made only of bent branches.
   - A B
   - C D
   - E

SENTENCE CORRECTION Directions: In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice (A) repeats the original; the other four are different. Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others.

1. Many peoples of Africa don’t hardly need telephones or radios.
   - A Many peoples of Africa don’t hardly need telephones or radios.
   - B Hardly needing telephones or radios, many people of Africa exist.
   - C Many peoples of Africa don’t like to use telephones or radios.
   - D Telephones or radios are not a need of many peoples of Africa.
   - E Many peoples of Africa have little need for telephones or radios.

2. Using a variety of “talking” drums, news is passed along and announcements are shared.
   - A news is passed along and announcements are shared
   - B news and announcements are passed along and shared
   - C these Africans broadcast news and announcements
   - D they are played to share news and announcements
   - E people pass along and share their news

REVISION-IN-CONTEXT Directions: The following passage is part of an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and answer the questions that follow.

(1) The elderly are a valuable historical resource. (2) Older family members, for example, can tell you and I what our family’s like before we were born. (3) By learning how our relatives react to historic events, we can better understand those events.

1. Which of the following is the best revision of the underlined portion of sentence (2) below?
   Older family members, for example, can tell you and I what our family’s like before we were born.
   - A us what our family’s like
   - B you and I what our family’s are like
   - C you and me what my family is like
   - D you and me what our families were like
   - E you or me what a family would be like

2. What is the purpose of this paragraph?
   - A To introduce one supporting point for the writer’s main idea
   - B To conclude an essay
   - C To contrast the elderly with the young
   - D To contrast opposing points of view
   - E To argue against a point that probably was made earlier in the essay
The SAT II Writing Test evaluates your ability to spot and revise incorrect or weak uses of English; it also judges your skill at creating original writing. The test thus includes an essay question and gives you 20 minutes to plan and write a response.

The essay question consists of a topic and an assignment. The topic may provide facts to get you thinking or facts that you might refer to in your response; on the other hand, the topic may be stated in only one sentence (for example, as a proverb or quotation). The assignment gives you general instructions about the content of the essay you are to write. Usually, the assignment asks you to agree or disagree with an opinion. You will not be expected to support your ideas with information that could come only from library research; instead, the assignment will encourage you to choose examples from your own experiences, from your knowledge of the experiences of others, and from your reading.

The completed essay will be evaluated by two teachers with experience in writing instruction. Each teacher will assign your essay an overall score between 1 and 6. Combining the two grades will result in a score between 2 and 12. Higher scores will reflect the fact that the essay has met the requirements of the assignment, that it is well organized, and that the writer’s thoughts are original and clearly presented.

As you approach essay questions, the most important thing to remember is to use your time well. A 20-minute test gives you enough time to plan, write, and review your essay. Decide now that you will take the time to plan your writing—making sure that you understand the assignment, writing and organizing some notes for your essay, and creating a clear thesis statement. Similarly, give yourself two or three minutes at the end of the time to check what you have written. You will not have time to rewrite your essay, but it is permissible for you to correct errors and make changes before time is called.

Of course, you will use most of your time to write the essay. Expect to write three or four paragraphs—one paragraph to introduce the thesis statement, one or two paragraphs to support it, and one paragraph to bring the essay to a satisfying close. Consider these suggestions as you think about the most effective way of presenting each part of your essay.

INTRODUCTION

1. Present a clear thesis statement. Your thesis statement will show that you understand the assigned topic and that you have something meaningful to say about it. Give your own opinion or idea, phrasing it so that its support will follow naturally.

   Although a clear thesis statement should be part of your introduction, it need not be the first sentence. You may well want to lead into your thesis statement, narrowing your topic and attracting your readers’ attention. Avoid giving only your thesis statement; instead, write enough to get your readers comfortable with the tone and style of your writing.

2. Avoid repeating the wording of the assignment. If the first sentence of the assignment reads, “Write an essay in which you agree or disagree with this statement,” you should not write, “I agree (or disagree) with this statement.” Even if the essay question includes a sentence that you think would make a good thesis statement, do not repeat it word for word. Express it in your own words, and present it in a way that is all your own. For example, explain why the topic is problematic; show why you care about the issue and why your readers should care.

3. Don’t spend too much time on the introduction. Trying to get the first few sentences “just right” can steal time from more important tasks. If you budget your time, allowing yourself a few minutes to review your writing, you will have the chance to go back and sharpen your introduction if you wish to do so.
BODY (SUPPORT)

1. Create at least two statements that support your thesis. As you plan—before you write—reread your thesis statement and add because . . . at the end. Then come up with at least two “proofs” for your thesis. Ask yourself, “What have I observed or read about that causes me to believe this?” Your answers will be the support for your thesis statement.

2. Choose the evidence that best develops each support. As noted above, you are not expected to provide evidence that can come only from library research. Think again about what you have observed or read. Can you recall a TV or newspaper story that relates to this topic? Have you or any people you know experienced the issue firsthand?

   Readers will be impressed by support that comes from history, science, literature, and current events. Your experience can be compelling, but you should be sure that it is more than a trivial event or observation. Preparing a few examples of current events, works of literature, and historical events in advance will help you the day of the test. Since essay topics are broad, you may well be able to use one of your prepared examples.

3. Keep to the topic. Especially because your evidence comes from personal experience, you must resist the temptation to follow a memory or other kind of detail into an unrelated subject. If your finished essay strays from the assigned topic, your score will drop. Every sentence counts; so draw from an experience only what you need to support your idea—and then move on.

4. Organize your ideas logically and connect them smoothly. The teachers who evaluate your essay will pay close attention to its organization, so present your support and evidence in a way that makes sense. Order of importance can be quite effective for this kind of essay; in this method of organization, each support takes your argument one step further and/or offers even more convincing evidence than the one before it.

   However you organize your essay, make the progression of your thoughts easy to follow. Allow each sentence to flow naturally from the one before it. Transitions—words or phrases such as for example, however, and therefore—can reinforce the flow of your ideas.

CONCLUSION

1. Give yourself time to stop. Few things leave a reader more dissatisfied than an essay that ends abruptly. Allow enough time to write a paragraph that “wraps up” your argument and reminds your readers of the main idea of the essay.

2. Leave your readers with something to think about. The most important thing for your readers to think about is your thesis statement, so use your conclusion to restate it. Don’t repeat the words that you used to introduce the thesis statement; rather, rephrase it. You also might use your final paragraph to recall the support for your view. If you do so, be sure to be concise.

   One way to make your conclusion memorable is to show your readers that they have a personal stake in the topic. If it suits your argument, and if you can do so without adding new information, you might review why you care about the topic and why they should, too.

To see these strategies at work, read and evaluate Sample Essays A and B, both of which respond to the essay question below. Compare your evaluation to the analysis that follows each essay.

**Topic:** Freedom of speech is a constitutional guarantee. Therefore, all citizens of the United States should be allowed to express their ideas freely, and they have a right to expect the government’s help—including the providing of protection—as they do so.

**Assignment:** Write an essay in which you agree or disagree with this position.

Support your view with specific examples from your personal experiences, your observations of others, or your reading.
Sample Essay A

When the Founders wrote the Bill of Rights, they put freedom of speech right at the beginning. They made it first, and I do too. I agree that each citizen of the United States, should be allowed to express their ideas freely.

Freedom of speech means that you can express your opinions without being afraid of jail, which is what some other countries like China don’t have. It also means that we have the freedom to share differing ideas, coming to creative solutions of problems by our differences. Freedom of speech can go too far. It used to be in some countries that you couldn’t say things that encouraged to overthrow the government or say bad things about God. Today in America, too, when the things some people say cause riots, that’s too much.

Some people worry if we don’t allow for complete freedom of speech, it’s too hard to try to figure out what the limits are. I could be wrong, but that doesn’t seem so hard to me. Everybody should be able to say what they want, just as long as what they say doesn’t hurt no one else, right?

Freedom of speech certainly is our most important. We should all be thankful we have it, but also careful not to abuse it.

Analysis of Sample Essay A

The essay question asks the writer to agree or disagree with the view that all American citizens have the right to completely free speech and to the government’s protection of them as they voice their thoughts. The introduction to the essay attempts to set a mood and lead into a thesis statement; but the thesis statement itself parrots part of the wording of the question and does not go far enough to present a clear, supportable opinion.

The essay then goes on to address only half of the assignment. It first gives some examples to clarify the meaning of freedom of speech; then it gives some examples of situations in which complete freedom of speech could lead to trouble. It does not say anything specific about how far the government should go to support freedom of speech. Indeed, a lack of precision in both thought and wording is perhaps this essay’s greatest weakness.

The writer does draw upon personal experience, observation, and reading (note the reference to two restrictions upon free speech in times past and to riots resulting from controversial free speech) but fails to develop those ideas clearly. The essay contains enough errors in spelling, sentence structure, and mechanics to be distracting. The writer’s tone and point of view shift a few times, as well.

Sample Essay B

Does freedom of speech permit a person to arouse fear or hatred? It is true that freedom of speech can be abused. Nevertheless, I feel that this freedom is so important that every precaution should be taken to guard it and to protect those who call upon its guarantee.

This freedom was important to the founders of the United States. Many of those who demanded independence were called traitors. Today, though, we call them patriots. If the comments of the past were important to be heard, it is foolish to close our ears now. After all, the words that push the definition of “free speech” today may be considered the patriotic words of tomorrow!

Freedom of speech continues to be problematic as well as important. For example, the Ku Klux Klan recently received permission to rally in our city and was given police protection; then it was sent a bill for the additional security. When the Klan protested, the court decided that the group did not have to pay. It’s easy to say that the Klan should be silenced because its message is objectionable. However, if one group with unpopular views can be silenced, it soon may become acceptable to silence another group, and then another group, and then your group.
The only way to preserve your freedom of speech, then, is to preserve everyone else’s. If that choice requires court decisions, government-provided security, and hearing points of view with which we disagree, so be it. The framers of the Bill of Rights placed freedom of speech at the top of the list. How can we do less?

Analysis of Sample Essay B

The writer tackles both aspects of the question: (1) whether free speech has limits; and (2) whether everyone who wants to exercise free speech has a right to be protected. The introduction sets a tone and introduces a clear thesis statement (without repeating the essay question). The body offers two supports, arranged somewhat chronologically. The evidence does not come from the writer’s personal experience, but it comes from his or her observations and reading—in this case, a knowledge of American history and an awareness of local current events. (Notice that the second support is much stronger than the first because it is more specific; still, given the limited time, the two supports work relatively well together.) Ideas flow easily because of the writer’s logic and because of a wise use of transitions. The conclusion reminds the readers of several points that the writer has covered and shows them why they have a personal stake in the issue.

The following exercise contains two essay questions, but the SAT II Writing Test will contain only one. Answering both questions will give you more practice. You may want to begin by choosing the question that you feel more comfortable about answering and then, perhaps at a later time, responding to the other one.

EXERCISE

Directions: You have twenty minutes to plan and write an essay on one of the topics assigned below. DO NOT WRITE ON ANOTHER TOPIC. AN ESSAY ON ANOTHER TOPIC IS NOT ACCEPTABLE. The essay is assigned to give you an opportunity to show how well you can write. You should, therefore, take care to express your thoughts on the topic clearly and effectively. How well you write is much more important than how much you write, but to cover the topic adequately you will probably need to write more than one paragraph. Be specific.

ESSAY #1

Topic: According to Benjamin Franklin, “One today is worth two tomorrows.”
Assignment: Write an essay in which you agree or disagree with this quotation. Support your view with specific examples from your personal experiences, your observations of others, or your reading.

ESSAY #2

Topic: Rebellion can be expressed in many ways.
Assignment: Choose a rebellion involving a country, a group, or an individual person, and discuss what caused it and how it affected others. Your example may come from literature, the arts, science, history, current events, or your own experience.
To answer error identification questions on the SAT II Writing Test, begin by reading the sentence as a whole—that is, without stopping or focusing on underlined parts. Listen to the sentence carefully. Before you begin to look for grammatical problems or apply rules of usage, ask yourself: Does the sentence sound right, or does it sound wrong?

If you find an obvious error, go straight to your answer sheet and make the appropriate response. For example, if you see underlined phrases such as has went, had ought, alot, or irregardless—expressions that are always viewed as incorrect in standard written English—you can answer immediately, without further consideration.

Remember that your task is to recognize errors that must be corrected. Do not waste time thinking about changes that are not necessary. Similarly, do not distract yourself by imagining changes in portions of the sentence that are not underlined. When choosing your answer, focus only on the underlined parts and how they relate to the other words in the sentence.

Finally, remember that some sentences have no errors. If a sentence sounds right, do not assume that you must have missed something. Check the underlined portions, listening to the overall sentence structure and applying the rules of grammar and usage. If nothing seems wrong, trust your inner ear and mark No error.

The following are types of errors that commonly appear in error identification questions:

1. A verb is underlined and sounds wrong.

   - You must determine whether the form of the verb is acceptable in standard written English. Perhaps the easiest errors to spot are incorrect past participles, such as has went, have got, and had broke. These forms are always wrong; when you see one, therefore, you know that you have found the error in that question.

   - Another error that is usually easy to spot is the use of a past participle where a past tense is required—for example, I seen, it begun, we swum. As you may have noticed, most of these errors involve irregular verbs. It is therefore a good idea to review irregular verbs in preparing for the Sat II Writing Test. Examples of irregular verbs are listed below; a full list can be found in most grammar and usage handbooks.

     present / past / past participle
     begin / began / have begun
     burst / burst / have burst (not bursted)
     do / did / have done
     drink / drank / have drunk
     go / went / have gone (not have went)
     know / knew / have known

     present / past / past participle
     ride / rode / have ridden
     run / ran / have run
     see / saw / have seen
     swim / swam / have swum
     take / took / have taken
     write / wrote / have written

   - Pay special attention to these two troublesome verbs:

     lie (to put oneself in a reclining position)
     lie / lay / have lain

     lay (to set something down or put something in place)
     lay / laid / have laid
• If the verb looks correct but sounds wrong, the problem may be one of tense. A common error in error identification questions is the misuse of the past tense:

When Truman was president only a few months, he  
**ERROR**  
was faced with grave and difficult decisions.

When Truman had been president only a few months, he  
was faced with grave and difficult decisions. **No error**

The verb should be past perfect, *had been*, because the time period it describes is earlier than the time period that is described by the main verb of the sentence (past tense).

• When an underlined verb sounds wrong, the problem often is that it does not agree with its subject. A verb must agree with its subject in person and number. For example, in the present tense we say *he plays*, *they play*, and so forth.

A special problem in verb-subject agreement occurs with subjects such as *each* and *everyone*. These words seem to refer to many people, but they are singular and require a singular verb.

Each of the states have a representative on the committee.  
**ERROR**  
Each of the states *has* a representative on the committee. **No error**

Similarly,

Every member *is* entitled to one vote. **No error**

Other words that take singular verbs include *everybody, either and neither, someone and somebody*, and *no one and nobody*. (Remember that *both* takes a plural verb: *both are*.)

2. A pronoun is underlined and sounds wrong.

• You should check to see whether the pronoun agrees with its antecedent. Once you know that words like *everyone* and *each* are singular, you will understand why any pronoun that refers to these words must also be singular. A very common error results when a word like *everyone* is used as antecedent to the pronoun *their*.

Everyone expressed their opinion.  
**ERROR**  
Everyone expressed his (or her) opinion. **No error**

• With pronouns you also must check for case. Objective pronouns, such as *me, us,* and *him,* should never be used as subjects. Look at them very carefully, especially when they appear as part of a larger group of words that comes before the verb. Remember, too, that pronouns in the subjective case, such as *I, we, he, she, us,* or *they,* cannot be used as objects of verbs or objects of prepositions. Phrases such as *for the candidate and I* or *between my brother and I* are always wrong.

3. There are errors involving adjectives and adverbs.

• With adjectives and adverbs you should be alert to errors involving comparisons. When an adjective such as *taller* or *wealthiest* is underlined, you should check to see how many individuals or items are being compared. The form *taller* is used when two individuals or items are compared; the form *tallest* is used when more than two individuals are compared. With adverbs, the forms *more beautiful* and *less beautiful* are used when two individuals or items are compared; *most beautiful* and *least beautiful* are used when more than two individuals are compared.

• A common error occurs when an adjective is used incorrectly to modify an action verb. An adverb should be used with an action verb.

He spoke soft.  
**ERROR**  
He spoke softly. **No error**
An error results when an adverb is used with a linking verb, such as is, seems, feels, becomes, appears, sounds, tastes, or smells. An adjective should be used to complete the meaning of a linking verb.

The surface feels softly.  The surface feels soft.  No error

When answering error identification questions on the SAT II Writing Test, look first for common errors such as the ones that are described above. If you find no obvious errors and the sentence still sounds wrong, look more closely at sentence structure. Ask yourself: Is the sentence a complete sentence or a sentence fragment? Is the sentence a run-on? If the sentence appears to be a complete sentence but sounds awkward or unbalanced, you should check for violations of parallel structure. A common violation of parallel structure involves a series of verbs, all doing the same job in the sentence, but appearing in different forms:

He likes campaigning, teaching, and to appear on television.

He likes campaigning, teaching, and appearing on television. No error

EXERCISE

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom. Some sentences are correct. No sentence contains more than one error. You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English. If there is an error, select the one underlined part that must be changed to make the sentence correct. If there is no error, select letter E.

1. Having read so much about the Cold War, Paul
   forgot that the Soviet Union and United
   States were allies in World War II.  No error
   A B C D E

2. Desegregation of the armed forces and
   government departments were initiated in 1931,
   in response to an executive order.  No error
   A B C D E

3. Truman had been informed of less governmental
   decisions than many of his predecessors; when
   he became president, therefore, he faced many
   problems that better lines of communication
   might have avoided. No error
   A B C D E

4. In the election of 1948, all the opinion polls and
   most newspapers predicted that Truman
   would be beat badly.  No error
   A B C D E

5. When the Security Council found North Korea
   guilty of a breach of the peace, it called on it’s
   member nations to go to the aid of South Korea.
   No error
   A B C D E

6. From Acheson’s speech, which neglected to
   mention our commitment to South Korea, Stalin
   implied that we would not defend the area
   in the event of a surprise attack. No error

8. Stalin, who American politicians eyed with suspicion, had the eastern section of Berlin under communist control. No error

9. While the United States was preoccupied with the Soviet presence in Europe, momentous events were occurring in China. No error

10. In the 1940's, the United States revamped their own military organization, replacing the War and Navy Departments with the Department of Defense, and creating the National Security Council. No error
Sentence correction questions on the SAT II Writing Test require you to review five ways of phrasing the underlined part of a sentence. These questions measure your ability to recognize the most effective version of a particular sentence.

Begin by reading the sentence in the stem of the question as a whole; listen to the sentence carefully to determine whether or not it sounds right. Then focus on the underlined part and the different revisions from which you must choose the answer. The directions tell you to choose the version that produces the most effective sentence.

If the entire sentence is underlined and revised, you can simply read the choices, (A) through (E). However, if the revision involves only a part of the sentence, you must not consider it by itself but as part of the whole sentence. In this type of question, the task is not simply to recognize errors but to choose the answer that best expresses the meaning of the original sentence.

Of course, you must reject any choice that contains an obvious error in grammar or punctuation. For example, if (B) includes the expression can’t hardly, or each have, you can eliminate (B) as a possible answer. Many choices do not, in themselves, contain errors; only by considering each choice as a revision of the original sentence can you discover which one best expresses the meaning of the sentence.

Look at the example below. Begin by reading the original sentence, as a whole. You probably will find that it does not sound quite right, that you must read tentatively or uneasily, not knowing where ideas begin and end.

**Example**

Rob used to be a hunter, now turned to agriculture and slowly adopted the more settled life of a farmer.

(A) Rob used to be a hunter, now turned to agriculture
(B) Rob had used to be a hunter, now turned to agriculture
(C) Rob once a hunter, now turned to agriculture
(D) Rob, who had been a hunter, now turned to agriculture
(E) Rob was a hunter and then a farmer

In the sentence there are three main ideas: that Rob used to be a hunter; that he has now turned to agriculture (to make a living); and that this change has resulted in a more settled lifestyle for him. The main idea, on which the others depend, is that Rob has now turned to agriculture. However, this idea does not stand out in the original sentence; rather, now turned to agriculture seems to be a second, less compelling idea.

Let us examine the choices. Choice (A), which is the same as the original sentence, is not the correct answer. (Choice [A] always will repeat the underlined words. Only when the sentence is correct as originally stated should you choose [A].) Choice (B) is incorrect, because it includes had used to, a verb form that is not correct in standard written English. Choice (C) emphasizes only the idea that Rob has turned to agriculture, and this choice includes an error in punctuation: Rob once a hunter, should properly be Rob, once a hunter, (note the comma after Rob). Choice (E) is grammatically correct, but it coordinates only two of the three ideas, and gives no sense of which is most important. The meaning and emphasis of the original sentence are lost.

That leaves choice (D). Here, the idea of Rob’s being a hunter is subordinate to the main idea, which is expressed in the main clause. Each idea receives its proper emphasis, grammatical forms are correct, and the passage is easy to read.
SENTENCE STRUCTURE

Like error identification questions, sentence correction questions measure your ability to recognize sentence fragments, run-on sentences, and sentences in which there is a violation of parallel structure. Only sentence correction questions, however, ask you to select the best way of correcting these errors. If you are presented with a sentence fragment, for example, you must recognize that it is missing a verb and you must also recognize which of the revisions supplies a verb that can function as the main verb of a sentence. Consider this typical sentence fragment and its revisions:

EXAMPLE

Settlers often traveling down the Ohio River.

(A) Settlers often traveling down the Ohio River.
(B) Settlers often to travel down the Ohio River.
(C) Settlers often having traveled on the Ohio River.
(D) Settlers often been traveling on the Ohio River.
(E) Settlers often traveled down the Ohio River.

Choices (A), (B), (C), and (D) are incorrect: traveling, to travel, having traveled, and been traveling cannot stand alone as the main verb of a sentence. Traveled can serve as the main verb, as can many other forms, among them travel, have traveled, are traveling, will travel, will have traveled.

There are many ways to correct a sentence fragment; you may add a verb, or a verb and subject, or attach the fragment to another word group. In any case, the important word to check is the verb. Remember that forms such as being, been, and to be cannot serve as the main verb of a sentence.

RUN-ON SENTENCES AND “WEAK CONNECTIONS”

A run-on sentence is one in which two or more independent clauses (each of which is a sentence itself) are joined without proper punctuation or conjunctions. A comma alone should not be used to separate the independent clauses. For run-ons in this form, look for a revision that replaces the comma with a semicolon or that in some other way clarifies the relationship among the ideas. For example, at least one clause may be made to depend on another. Look at the following sentence.

EXAMPLE

Turner was a brilliant historian, he developed a theory of the American frontier.

(A) Turner was a brilliant historian, he developed a theory of the American frontier.
(B) Turner, a brilliant historian wrote about the American frontier.
(C) Turner, who was a brilliant historian and developed a theory of the American frontier.
(D) Turner wrote history about the American frontier brilliantly.
(E) Turner, a brilliant historian, developed a theory of the American frontier.

Choice (A) is incorrect because it repeats the error in the original sentence. Choice (B) contains a punctuation error. The noun phrase a brilliant historian, is in apposition with the subject, Turner. There should be a comma both before and after it. Choice (C) is also incorrect. It is a fragment with a long adjective clause but no main clause. In choice (D), information from the original has been lost. It seems wordy, as well. Choice (E) retains the information in the original sentence; furthermore, its appositive phrase has given logical emphasis and subordination to the ideas. It is the correct choice.
Awkwardness results when a sentence is unbalanced, difficult to read, or ungraceful. If you experience difficulty in reading a sentence—in knowing where to pause, for example, or which word to emphasize—the sentence is probably “awkward.” If more than one meaning is possible, and you do not know what the meaning is, the sentence is “ambiguous.”

One error that commonly results in awkwardness or ambiguity is the dangling or unattached modifier.

**Examples**

Following the map, the route was identified.

He saw three deer driving on the parkway.

In these sentences the underlined portion seems to modify the wrong word, or no word at all.

The goal in revision is to relate the unattached phrase more closely to the word it modifies:

Driving on the parkway, he saw three deer;

to supply the word when it is missing:

Following the map, Father identified the route;

or to restate the sentence so that it incorporates the unattached phrase.

A second type of problem that results in awkwardness is the violation of parallel structure, noted in Lesson 29. In choosing the revision that solves problems of unattached modifiers and violations of parallel structure, you should be careful to avoid all choices that sound fussy, long-winded, or contrived (that is, unnatural or made up). Again, when in doubt, choose the revision that is direct, exact, and clear.

**Exercise**

**Directions:** The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice A repeats the original; the other four are different. Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce the most effective sentence—clear and precise, without awkwardness or ambiguity.

1. The frontiersman, he had cleared the land, usually was willing to sell it to some prosperous farmer and move on.
   (A) he had cleared the land
   (B) having cleared the land
   (C) clearing the land
   (D) who had cleared the land
   (E) because he had cleared the land

2. The sod houses of the prairies were often smoky, damp, and they had vermin.
   (A) were often smoky, damp, and they had vermin.
   (B) were often damp and full of smoke and vermin.
   (C) were full of dampness, smoke, and vermin.
   (D) were often smoky, damp, and full of vermin.
   (E) often had smoke, dampness, and vermin.

3. The wagon was so light that you might easily hoist it over a river, and it was strong enough to carry all the household provisions.
   (A) and it was strong enough to carry all the household provisions.
   (B) yet it was strong enough to carry all the household provisions.
   (C) and it was also strong enough to carry household provisions.
   (D) and was so strong that it could carry all the household’s provisions.
   (E) moreover it was strong enough to carry all the household provisions.
4. Most wagons had a tilt or cover, usually made of a sheet or light blanket.
   (A) Most wagons had a tilt or cover, usually made of a sheet or light blanket.
   (B) Most wagons had tilts or covers, made of sheets or light blankets.
   (C) Most wagons had a tilt or cover, it is made out of a sheet or light blanket.
   (D) Most wagons had a tilt or cover, which are made from a sheet or light blanket.
   (E) Most of the wagons has a tilt or cover made from a sheet or light blanket.

5. Skill with the ax and being willing to endure privations characterized the backwoodsman.
   (A) Skill with the ax and being willing to endure privations
   (B) Using an ax skillfully and also being willing to endure privations
   (C) Skill with the ax and a willingness to endure privations
   (D) Being skillful with an ax and willing to endure privations
   (E) Skillful use of the ax and willing to endure privations

6. The pioneer family hadn't hardly any food to eat, except for some corn and salt pork.
   (A) The pioneer family hadn't hardly any food to eat, except for some corn and salt pork.
   (B) Except for some corn and salt, pork, the pioneer family had no food to eat.
   (C) The pioneer family hadn't scarcely any food to eat, except for some corn and salt pork.
   (D) The pioneer family had almost no edible food, besides corn and salt pork.
   (E) The pioneer family had little to eat, except for corn and salt pork.

7. Having arrived at his destination, it was necessary for the settler to cut a road to his new home.
   (A) it was necessary for the settler to cut a road to his new home.
   (B) a road had to be cut to the settler's new home.
   (C) what was necessary was to cut a road to his new home.
   (D) the settler had to cut a road to his new home.
   (E) the settler cut a road to his new home.

8. To you or I, who have no wilderness experience, frontier life has little reality.
   (A) To you or I, who have no wilderness experience,
   (B) To you and me, who have no wilderness experience,
   (C) To us, what have no wilderness experience
   (D) To you and I, who has no wilderness experience,
   (E) To you nor I, who have no wilderness experience,

9. Typically the new settler tried his hand at many occupations, becoming a farmer and miner, and working as a lumberman and cowhand.
   (A) becoming a farmer and miner, and working as a lumberman and cowhand.
   (B) working as farmers, miners, lumbermen and cowhands.
   (C) working both as farmers and miners, and as lumbermen and cowhands.
   (D) becoming first a farmer and miner, and second a lumberman and cowhand.
   (E) becoming, in turn, farmer, miner, lumberman, and cowhand.

10. Under the credit system that existed at the time, a settler could buy an acre of land with a down payment of only 50 cents.
    (A) Under the credit system that existed at the time, a settler could buy an acre of land with a down payment of only 50 cents.
    (B) Under the credit system that existed at the time, a settler would have bought an acre of land with a down payment of only 50 cents.
    (C) A settler could buy an acre of land under the credit system that existed at the time with a down payment of only 50 cents.
    (D) A settler could buy, under the credit system that existed at the time, an acre of land, with a down payment of only 50 cents.
    (E) A settler under the credit system that existed could buy an acre of land for just 50 cents.
Recognizing the most effective version of a sentence is such an important skill that the SAT II Writing Test evaluates it with two kinds of questions. Sentence correction, introduced in Lesson 30, is one such kind of question; revision-in-context is the other.

Revision-in-context questions are grouped into sets, with all the questions in each set relating to the same passage. Each passage is presented as the early draft of a student essay. Like most early drafts, the passage contains errors—some in matters of grammar, usage, or punctuation; others in matters of tone, clarity, and so on. Many of the questions in the set will ask you to choose the best revision for the underlined part of a particular sentence. One question in each set will probably ask you to choose the best way of combining two or three sentences from the passage. You also may be asked to explain the purpose of a particular paragraph or sentence in the passage or what a writer might do to strengthen an entire paragraph rather than just a sentence. Thus, revision-in-context questions—as the name suggests—focus on the relationships among ideas in a passage.

Consider these strategies as you approach revision-in-context questions.

1. **Read and think about each passage as a whole before answering the questions.** As you finish reading, see if you can recall the thesis statement and where it was located. Consider how the rough draft was organized and how the main idea was developed (for example, through statistics, through quotations, through a real-life experience, and so on). Try to choose one thing that makes the passage strong (for example, a thesis statement that makes you think, or a conclusion that does a good job of reviewing the writer’s main points) and one thing that needs improvement (such as mistakes in grammar, or the inclusion of unnecessary details). The questions that follow the passage may not ask you to identify all of these aspects, but they will assess your understanding of what the writer was trying to accomplish.

2. **Remember that the passage will contain errors.** As you read, don’t let your attention wander just because you spot an error. In particular, don’t correct each error as you read; that strategy will waste time without making the passage much clearer. Realize, as well, that although the correct answer for a revision-in-context question will correct all the errors for that part of the passage, some errors in the passage will not be addressed in any of the questions.

3. **Recall the strategies that help you answer other kinds of test questions.** This part of the SAT II Writing Test calls upon your knowledge of standard written English as well as your understanding of sentence structure. Some revision-in-context questions will focus on usage; others will focus more on effective, logical expression. The strategies in Lessons 29 and 30, then, will give you a good foundation for approaching revision-in-context questions.

4. **Examine each answer choice.** You can quickly eliminate any answer choice that retains an error from the original sentence or that introduces a new but obvious error. Don’t assume, however, that the first answer choice that seems free of errors and that seems to make sense is the correct one. The best revision should keep as much of the meaning of the original as possible; therefore, an answer choice that follows the conventions of standard written English and that makes sense still may be incorrect if it omits information or if it changes the meaning of the original. That is why it is important to understand the context of the passage—that is, to know what ideas lead into each sentence and what ideas follow because of it.

5. **Think carefully about questions that ask for something besides revision of an error.** In each set of revision-in-context questions, most of the questions will ask you to choose the best revisions for specific parts of the passage. However, do expect to see at least one other kind of question. Read through the example below, which is one paragraph from a longer passage.
(1) I know that suburban shopping malls kills a city's downtown, and in my own town. (2) In 1951 my Grandfather opened a varity store. (3) That's a “five-and-dimer,” too. (4) For many years he did a good business downtown. (5) He sold all kind of things. (6) Every body likes him. (7) He even ran for Mayor once! (8) Anyway, River View Mall opened in 1972, and that was the end of him.

If you could read the entire passage, you probably would be able to tell that the purpose of this paragraph is to provide a real-life example that supports the writer's thesis—namely, that suburban shopping malls destroy the downtown area of a city. You might even see a question about that on the test. Now consider this question.

Which of the following is the best way to combine sentences (2), (3), and (4)?

(A) In 1951 my grandfather opened a variety store, and he did a good business downtown.

(B) For many years, Grandfather, who opened a variety store downtown, and in 1951, did a good business with his downtown “five-and-dimer.”

(C) In 1951 my grandfather opened a variety store, or “five-and-dimer,” and for many years he did a good business downtown.

(D) A “five-and-dimer,” or variety store, was opened by my Grandfather, and, for many years, did well.

(E) Grandfather opened a variety store in 1951, called it a “five-and-dimer,” and did a good business downtown for many years.

First, think about the information that the combined sentence should include. Choices (A) and (D) can be eliminated because each one omits a fact. Then consider how well the remaining choices present the information. Choice (B) is incorrect, for it makes the opening of the store a less important detail (notice its importance in the original). In addition, the sentence is an extended fragment, with a subject, Grandfather, and a compound adjective clause. There is no main verb. If you were not examining the context, you might consider (E) just as good an answer as (C). Notice, however, that (E) makes the less important idea of the term “five-and-dimer” as important as the other ideas. It is not as good a revision as is (C). Remember, you are not looking for one right answer and four wrong answers; rather, you are looking for the one answer that most effectively revises the original. Now consider this other question about the passage:

Which of the following is the best way to combine sentences (2), (3), and (4)?

(A) the main idea of the paragraph is clearly stated

(B) more information is given about the things that the store sold

(C) the example is supplemented by statistics relating to the store’s profits before and after River View Mall opened

(D) unnecessary details are taken out and more is said about the mall’s effect on other downtown businesses

(E) sentence (7) no longer appears

You probably found this paragraph rather difficult to read. As it sometimes happens in early drafts, the writer got off track—in this case, talking about the grandfather, the store, and the writer’s own feelings rather than getting to the point about just what happened when the suburban mall opened. A second weakness is that the writer uses only the example of one store’s closing to support a rather broad main idea. You may not have noted the second weakness; but if you recognized the first, you
can narrow the answer choices. Choice (A) is incorrect because the first sentence (despite its errors) states the main idea quite well. You also can eliminate (B); if you followed its advice, you would only be adding more distracting details. Choice (C) seems sensible, but it really suggests only a different way to support the main idea. If you mixed the real-life example and the statistics, the paragraph probably would be hard to follow. You also might consider (E), but it doesn’t go far enough; other sentences need to be eliminated, too. Choice (D) offers the best suggestion; it addresses both weaknesses of the original.

The following example has a few more questions than an actual revision-in-context exercise from the SAT II Writing Test would have, but it will provide you with practice on all of the kinds of questions that you might be asked about one passage.

EXERCISE

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English.

(1) 15% of Americans on welfare is unbelievable, I never imaged it was so high. (2) No wonder so little money is being spent on providing us a good education, cancer and other diseases, etc. (3) The government should do more to limit welfare only to the truly needy.
(4) It is not unusual, to hear stories of welfare abuse. (5) Clever con artists collect welfare money for people who don’t really exist. (6) Some people who actually could support theirselves hid information so that they seem to be needy, but not really! (7) Such people take money away from people or causes that need it more. (8) Those abuses are bad—and the way they inflate the welfare rolls just add to the cost of administering the program. (9) Already it costs almost 75¢ to adminster every $1.00 of welfare payments. (10) Cutting back the number of recipients, then, also should cut administrative costs.
(11) Some states are taking action; they set a good example. (12) The government could learn from them. (13) In Georgia, for example, pregnant girls and mothers has to live with her parents for welfare, if they’re under 18 years of age. (14) In California, job-training programs train welfare recipients for jobs, taking them off the welfare rolls to help them earn more money than before. (15) There always will be some people who truly need and deserve help. (16) However, it should be one goal of the government to make sure that only the truly needy are receiving assistance from the welfare program.

1. Which of the following is the best revision of the underlined portion of sentence (2) below?

   No wonder so little money is being spent on providing us a good education, cancer and other diseases, etc.

   (A) better schools and teachers and on finding a cure for diseases and on other things.
   (B) education, medical research, and other pressing needs.
   (C) helping Americans to become not only healthy but also well-educated people.
   (D) the needs of young people, those who are ill, and others.
   (E) schooling and disease.

2. The first paragraph needs revision primarily because

   (A) sentence (3) should appear at the end of the essay rather than at the beginning
   (B) the paragraph contains several errors in spelling and punctuation
   (C) sentence (1) is a run-on sentence, and it begins with a numeral
   (D) the paragraph has no thesis statement
   (E) sentences (1) and (2) do a poor job of leading into sentence (3)
3. In relation to the passage as a whole, which of the following best describes the purposes of the second and third paragraphs?

(A) The second paragraph describes the problem in greater detail; the third paragraph offers some solutions.
(B) The second paragraph uses statistics; the third paragraph uses real-life examples.
(C) Both paragraphs are meant to suggest that there is no easy solution to the problem.
(D) The second paragraph provides examples to support the thesis of the essay; the third paragraph urges the reader to take action.
(E) The second paragraph presents one point of view about the issue; the third paragraph argues against that view.

4. Which of the following revisions best corrects the errors and improves the diction and tone in sentence (6)?

(A) People hiding information actually could support themselves; they are not really needy!
(B) Why do some people who actually could support themselves hide information so that they only seem to be needy?
(C) Some people, who seem to be needy but are not and who actually could support themselves, hide information.
(D) Some people who actually could support themselves present the illusion of need by hiding information.
(E) Some people are not needy and hide information about themselves.

5. What purpose does sentence (9) serve in this essay?

(A) It introduces an argument that will be developed further in the next paragraph.
(B) It makes the problem personal by providing a real-life example.
(C) It provides a statistic that advances the writer’s argument.
(D) It proposes a solution to the problem.
(E) It tries to change the assumed opinion of the reader.

6. Which of the following is the best way to combine sentences (11) and (12)?

(A) Some states, who set a good example, are taking action that the government could learn from.
(B) If some states would take action, the government could learn from them.
(C) The government could learn from some states that are taking action.
(D) The government, like some states that set a good example, should take action.
(E) Some states, from which the government could learn because of a good example, are taking action.

7. Which of the following is the best revision of the underlined portion of sentence (13) below?

In Georgia, for example, pregnant girls and mothers has to live with her parents for welfare, if they’re under 18 years of age.

(A) mothers or parents who are on welfare have to live together under the age of 18.
(B) mothers who are under 18 years of age must live with their parents if they are to collect welfare payments.
(C) mothers, who are under 18, live at home on welfare with her parents.
(D) mothers, who collect welfare, can do so if they are under the age of 18—and if they live with their parents.
(E) mothers with parents on welfare must be under the age of 18 to collect welfare.

8. Which of the following is the best revision of the underlined portion of sentence (14) below?

In California, job-training programs train welfare recipents for jobs, it takes them off the welfare rolls to help them earn more money than before.

(A) programs teach welfare recipients how to find a job, take them off the welfare rolls, and help them so that they can
(B) programs, which train welfare recipients for jobs, takes them off the welfare rolls and helps them
(C) programs train welfare recipients for jobs; by offering such training, they can come off the welfare rolls and
(D) programs not only take welfare recipients off the rolls but also help them
(E) programs take welfare recipients off the welfare rolls, and through such training programs, empower them
The questions in this lesson provide you with additional practice for the SAT II Writing Test. It is not a full-length test, but it covers the four kinds of questions that you will find on that test. As you answer the questions, keep in mind the strategies that you studied in the previous five lessons.

**EXERCISE A: ESSAY**

*Directions:* You have twenty minutes to plan and write an essay on one of the topics assigned below. DO NOT WRITE ON ANOTHER TOPIC. AN ESSAY ON ANOTHER TOPIC IS NOT ACCEPTABLE. The essay is assigned to give you an opportunity to show how well you can write. You should, therefore, take care to express your thoughts on the topic clearly and effectively. How well you write is much more important than how much you write, but to cover the topic adequately you will probably need to write more than one paragraph. Be specific.

**Topic:** “DISTRICT TO REQUIRE UNIFORMS FOR ALL HIGH-SCHOOL STUDENTS NEXT FALL”

**Assignment:** If this were the headline in tomorrow’s newspaper, how would you react? Write an essay in which you support or challenge the decision to require all high-school students to wear a standard uniform. Support your view with specific examples from your personal experiences, your observations of others, or your reading.

**EXERCISE B: ERROR IDENTIFICATION**

*Directions:* The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom. Some sentences are correct. Some sentences contain more than one error. You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English. If there is an error, select the one underlined part that must be changed to make the sentence correct. If there is no error, select letter E.

1. Colonial craftspersons did not think of themselves as artists, at least not in the modern sense of the word. No error.

2. At a time when few people was literate, wooden figures and signs with conspicuous pictures were the most common form of advertising. No error.

3. If a person needed a cobbler, you could find one on Market Street, beneath the sign of the hanging boot. No error.

4. Edward Hicks, who earned his living as a sign painter, became a Quaker minister and farmer. No error.

5. After he had cleaned his tools, the silversmith laid down and quickly fell asleep. No error.

6. Virtually everyone who collected art objects was affected by European tastes. No error.
EXERCISE C: SENTENCE CORRECTION

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice (A) repeats the original; the other four are different. Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce the most effective sentence—clear and precise, without awkwardness or ambiguity.

7. Many New Yorkers and Pennsylvanians felt that the other colonies had far less claims to their allegiance than England did.
   (A) their allegiance than England did. No error
   (B) their allegiance than England had. No error
   (C) their allegiance to England than the other colonies did.
   (D) their allegiance to England than the other colonies had.
   (E) their allegiance to England than the other colonies did have.

8. As time past, however, colonists began to think of themselves as Americans, with a common destiny.
   (A) past A
   (B) passed B
   (C) of themselves C
   (D) common D
   (E) No error

9. By the middle of the eighteenth century, the first thirteen colonies were already founded.
   (A) the first thirteen colonies were already founded.
   (B) the thirteen colonies were first founded.
   (C) the first thirteen colonies were all ready founded.
   (D) the original thirteen colonies had been founded.
   (E) thirteen colonies had been founded.

10. The colonial assemblies controlled the purse strings; if the assembly wouldn’t designate funds for a governor’s salary, the governor would not be paid.
    (A) if the assembly wouldn’t designate funds for a governor’s salary
    (B) unless the assembly designated funds for a governor’s salary
    (C) without the assembly designating funds for a governor’s salary
    (D) when the assembly didn’t designate funds for a governor’s salary
    (E) depending on whether the assembly designated funds for a governor’s salary

11. It was a question of authority: who would be most powerful, the assembly or the governor?
    (A) who would be most powerful, the assembly or the governor?
    (B) whoever would be most powerful, the assembly or the governor?
    (C) who would be most powerful, either the assembly or the governor
    (D) who would be more powerful, the assembly or the governor?
    (E) who would be most powerful between the assembly and the governor

12. The English in North America occupied the Atlantic seaboard, while Canada, and the Ohio and Mississippi valleys were held by France.
    (A) The English in North America occupied the Atlantic seaboard, while Canada, and the Ohio and Mississippi valleys were held by France.
    (B) In North America, England occupied the Atlantic seaboard; the French, Canada and the Ohio and Mississippi valleys.
    (C) In North America, the English occupied the Atlantic seaboard, while Canada and the Ohio and Mississippi valleys were held by the French.
    (D) England occupied North America’s Atlantic seaboard, but France held Canada, Ohio, and Mississippi.
    (E) The North American English occupied the Atlantic seaboard, while the North American French held Canada, and the Ohio and Mississippi valleys.
13. In the French and Indian Wars, each side enlisted the aid of its Indian allies.
   (A) each side enlisted the aid of its Indian allies.
   (B) each side enlisted the aid of their Indian allies.
   (C) both sides enlisted the aid of its Indian allies.
   (D) both sides enlisted the aid of their Indian allies.
   (E) each side enlisted the aid of its allies.

14. The war intensified, and the British gained enough confidence, attacking Fort Niagra.
   (A) The war intensified, and the British gained enough confidence, attacking Fort Niagra.
   (B) The war having intensified and the British having gained enough confidence, they attacked Fort Niagra.
   (C) As the war intensified, the British gained enough confidence to attack Fort Niagra.
   (D) When the war intensified, and when the British gained enough confidence, they attacked Fort Niagra.
   (E) As the British gained enough confidence, Fort Niagra was attacked.

EXERCISE D: REVISION-IN-CONTEXT

Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten. Read the passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English.

(1) The concept of Time is vast. (2) People usually think of it as abstract and mysterious. (3) Actually, it is quite possible to “see” Time. (4) All one has to do is visit a city.
   (5) The very structure of a city captures Time. (6) In New York, for example, the narrow, winding streets of the financial district mark the site of the city’s first European settlement. (7) As you go uptown, later efforts at city planning is more evident, because of the standard lengths of blocks, and the straight streets. (8) The architecture in a city is history, too; each style reflects the time of its creator.
   (9) In addition almost anything that is a milestone takes place, or at least is taken note of, in a city. (10) News stories are presented to the nation from urbane broadcasting centers, and city newspapers set a standard for smaller newspapers to follow. (11) Our town’s small newspaper has a hard time competing with the big-city papers. (12) Whenever there’s a momentous event in entertainment, it seems to happen in a city. (13) For example, some films that are critically important, but not guaranteed money-makers, show first in a few cities. (14) In that way, well-known critics can make their opinions about the films known. (15) Some of these films, never get out of large cities, which really makes me mad because I had to drive 75 miles to see Schindler’s List.
   (16) As incredible as it seems, cities may become obsolete. (17) If so, their passing will be sad—for with them will pass a great monument to the times of the people who built them.
15. Which of the following is the best way to combine sentences (1) and (2)?

(A) People, who conceive of Time as vast, think of it as abstract and mysterious.
(B) The mystery of Time is a vast concept.
(C) Time is usually thought of as a vast, abstract, and mysterious concept.
(D) The concept of Time, which people usually think of it as abstract and mysterious, is vast as well.
(E) The abstract concept of Time is vast, especially to people who think of it as a mystery.

16. What purpose do sentences (6) and (7) serve in this essay?

(A) They encourage the readers’ involvement by presenting an image with which readers can immediately identify.
(B) They introduce a symbol that the writer will develop in the rest of the essay.
(C) They offer an amusing anecdote about the writer’s travels.
(D) They provide evidence for one of the writer’s supporting arguments.
(E) They contrast the writer’s view with that of his or her opponents.

17. Which of the following is the best revision of sentence (7)?

(A) Standard lengths of blocks and straight streets mark the city’s progress uptown and later efforts at city planning.
(B) Efforts at city planning are seen, as standard lengths of blocks and straight streets later become evident uptown.
(C) If we were to go uptown, however, we would find evidence of more recent efforts at city planning, as we walked along straight streets and standard blocks.
(D) Later city planning is uptown, where the streets are straighter and the blocks are more standardized.
(E) You must go uptown to find later efforts at city planning; there you will see standard lengths of blocks and straight streets.

18. The third paragraph needs revision primarily because

(A) sentence (9), the topic sentence, is too vague to be supported
(B) it includes personal details that lead away from the topic of the paragraph
(C) it tries to focus on news in sentences (10)–(11) but then moves on to entertainment in sentences (12)–(15)
(D) it contains errors in spelling and punctuation
(E) its introductory and concluding sentences are too similar

19. Which of the following revisions of the underlined portion of sentence (14) below makes the sentence better relate to the topic of the paragraph?

In that way, well-known critics can make their opinions about the films known.

(A) can have a say, helping small-town theaters decide whether or not they want to show the films.
(B) can be the first ones to give their opinions about the films.
(C) can get their opinions into the national TV and newspapers.
(D) can know what to say about important, low-budget films.
(E) can not only review the films, but also help to establish their place in the history of cinema.

20. Which of the following is the best revision of sentence (16)?

(A) I think that cities are on their way out; they’re becoming obsolete.
(B) Perhaps cities someday will become obsolete.
(C) If cities become obsolete, what then?
(D) Isn’t the idea of obsolete cities incredible?
(E) Some cities are becoming obsolete.
SAT II THE AMERICAN HISTORY AND SOCIAL STUDIES TEST

The SAT II American History and Social Studies Subject Test consists of 90 to 95 questions. The test focuses primarily on post-revolutionary North America. A few questions cover the pre-Columbian and colonial eras, but the vast majority of questions—about 80 percent—concern the period between 1789 and the present. The test also covers basic areas of social studies such as geography, political science, sociology, and economics.

Approximately one-third of the questions cover political history. Slightly more than one-third of the questions focus on economic and social history. Cultural and intellectual history and foreign policy make up the rest of the test.

You will have one hour to take the test. Every question on the test is a multiple-choice question with five answer choices. There are three basic categories of questions that you will find on the test: recall, analysis, and using data. A discussion of each type of question follows.

1. Recall questions. Some questions ask you to recall specific facts, terms, concepts, and generalizations. They test your memory of specific events and ideas from American history. Consider this example:

   One purpose of the Tennessee Valley Authority was to
   (A) annex Mexican territory to the United States
   (B) promote competition among foreign suppliers of industrial goods
   (C) improve economic and social conditions along the Tennessee River
   (D) increase the flow of commerce between northern and southern states
   (E) produce ammunition and other war goods during World War I

   The question asks for a specific fact. If you remember that the Tennessee Valley Authority was designed to provide jobs and work for people during the Depression, you know that the best answer is (C).

   However, even if you do not recall the exact purpose of the Tennessee Valley Authority, you might be able to find the correct answer. You might recall only that the program was part of the New Deal. You can use that information to eliminate answer choice (E) automatically, because it reflects the wrong era. Compare the other choices to your knowledge of the New Deal. Answer choice (C) states a common goal of many New Deal Programs; it is the best answer.

2. Analysis questions. Other questions on the test will ask you to analyze or interpret information. The information might be found in a quotation, political cartoon, map, graph, or chart. Consider this example:

   “My primary object in this struggle is to save the Union. . . . If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that.”

   The statement above was written by
   (A) Ulysses S. Grant
   (B) Dred Scott
   (C) Frederick Douglass
   (D) Abraham Lincoln
   (E) Harriet Tubman
You may not recognize the quotation. However, the statement contains many clues about the writer’s opinions and ideas. By analyzing these clues, you can evaluate the answer choices and select the best answer. The quotation does not express a thorough belief in the abolition of slavery, so it is unlikely that Frederick Douglass (C) or Harriet Tubman (E) is the author. You may recall that Dred Scott (B) was a runaway slave and is also not a likely source for the quotation. The statement reflects the attitude of a political rather than military leader, so Abraham Lincoln (D) is a more likely source than Ulysses S. Grant (A). The best answer, and author of the quotation, is Abraham Lincoln.

3. Using data questions. Other multiple-choice questions will provide information for you to interpret or apply. You might be asked to relate data to a set of ideas or to evaluate data for a specific use. Consider this example:

In 1947, Secretary of State General George C. Marshall launched the plan that carried his name. When the plan became law in 1948, Congress appropriated $5.8 billion in expenditures. Which of the following statements best reflects how the money was spent?

(A) The money was used to help European nations rebuild after the devastation of war.
(B) Funds collected for the Marshall Plan were used to increase the demand for U.S. goods in foreign countries.
(C) Most of the money was spent identifying and prosecuting war criminals.
(D) UN forces in Korea required additional funds in order to support peace-keeping operations.
(E) The assets collected by the plan were distributed in developing countries in order to encourage economic growth.

The question asks you to consider information about money appropriated for the Marshall Plan. As you read the answer choices, remember that you are trying to find the reason this money was raised. Noting that the Marshall Plan became law shortly after World War II, you can deduce that answer (A) is the best choice. Although (C) is also appropriate to the time of the plan, it is not likely that $5.8 billion would be spent prosecuting war criminals.

The following examples will give you the chance to become familiar with the variety of questions that might appear on an American History and Social Studies Test.

**EXERCISE**

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. Which of the following statements about the Mayflower Compact is correct?
   (A) It guaranteed Pilgrim settlers the right to free speech.
   (B) It established a mechanism for self-government among the Pilgrims.
   (C) It provided full citizenship rights to women.
   (D) It protected the rights of people of all faiths to worship as they pleased in Massachusetts.
   (E) It acknowledged the property rights of local Native Americans.

2. Thomas Jefferson’s strict constructionist interpretation of the Constitution is best supported by the
   (A) elastic clause
   (B) existence of the electoral college
   (C) fourteenth amendment
   (D) tenth amendment
   (E) three-fifths compromise

3. The Oregon Treaty of 1846 had which of the following effects on American expansionism?
   (A) It resulted in the U.S. annexation of the Philippines.
   (B) It allowed the U.S. to settle areas west of the Mississippi River for the first time.
   (C) It promoted expansion in the southwest by allowing the U.S. to deploy its troops against Mexico.
   (D) It ended expansionism by establishing the current borders of the United States.
   (E) It provoked Canada to attack the U.S., resulting in a lengthy and violent border dispute.
4. Which of the following best describes President Andrew Johnson’s approach to Reconstruction?
   (A) Johnson opposed any type of Reconstruction, favoring instead full and immediate reinstatement of the Southern states.
   (B) Johnson insisted on a much harsher Reconstruction than Congress was willing to impose, resulting in an impeachment crisis.
   (C) Johnson believed that Reconstruction was properly the responsibility of Congress, and left the details of Reconstruction in the hands of legislators.
   (D) Johnson supported a plan that would have given most of the responsibility for Reconstruction to former Confederate president Jefferson Davis.
   (E) Johnson implemented much of Lincoln’s plan for Reconstruction, but weakened its effectiveness by pardoning many former Confederate officers.

5. “We accept and welcome . . . the concentration of business, industrial and commercial, in the hands of a few; and the law of competition between these, as being not only beneficial, but essential for the future progress of the race.”
   The statement above represents the philosophy of
   (A) Marxism
   (B) social Darwinism
   (C) the Shaker movement
   (D) nativism
   (E) abolitionism

6. All of the following reforms were enacted during the Progressive Era EXCEPT
   (A) direct election of senators
   (B) imposition of a graduated income tax
   (C) creation of the National Labor Relations Board to settle labor-management disputes
   (D) stricter enforcement of anti-trust laws
   (E) woman’s suffrage

7. In the controversy surrounding the Pentagon Papers, the central constitutional issue was
   (A) the protection against double jeopardy
   (B) the President’s power as commander-in-chief
   (C) Congress’ power to declare war
   (D) the right to bear arms
   (E) freedom of the press

8. Which of the following statements best explains Spain’s dominance of European expansion to the Americas during the sixteenth century?
   (A) Except for Spain, no European country knew of the existence of the Americas.
   (B) English and French ships were not durable enough to cross the Atlantic Ocean.
   (C) The Spanish Armada prevented other European ships from reaching the Americas.
   (D) Most European nations were not interested in colonial expansion in the sixteenth century.
   (E) The Spanish had purchased the exclusive rights to explore the Americas at a 1502 multi-national conference.

9. Colonists regarded the Sugar Act as a contradiction of England’s mercantilist policies because
   (A) the act was intended to raise revenues rather than regulate trade
   (B) mercantilism was never properly understood by colonial intellectuals
   (C) the act established the first British military courts in the colonies
   (D) England imposed the Sugar Act and renounced mercantilism simultaneously
   (E) mercantilism was rendered obsolete by the Industrial Revolution

10. Northern opposition to the Kansas-Nebraska Act was motivated by the fact that
    (A) it invalidated the Missouri Compromise, which guaranteed an equal number of slave states and free states
    (B) the act forbade Northern banking interests from investing in westward expansion
    (C) it declared both Kansas and Nebraska to be slave states
    (D) most Northerners believed that Kansas and Nebraska properly belonged to Native Americans
    (E) the act required Northern states to bear the expense of settling Kansas and Nebraska

11. The main goal of Populist economic policy was to
    (A) impose harsh tariffs, in order to protect American industry from overseas competition
    (B) increase income taxes, in order to raise revenue for social welfare programs
    (C) allow each state to mint its own currency, in order to promote competition
    (D) encourage inflation, in order to make farmers’ debts easier to pay off
    (E) decrease taxes, in order to allow increased business profits to “trickle down” to the poor
12. The primary reason for the Senate’s rejection of United States membership in the League of Nations was

(A) mistrust of Woodrow Wilson, who supported membership
(B) fear that membership would require the United States to become involved in an overseas war
(C) unease with the requirement that international disputes be settled through arbitration
(D) disapproval of the League’s exclusion of Germany
(E) unhappiness with the League’s stated goal of continuing European colonialism

13. Which of the following accurately describes the effects of the Civil War, the New Deal, and the two World Wars on the federal government?

(A) During national crises, the power of the federal government increases; after the crises end, the government retains much of its newly gained power.
(B) During times of civil strife, the federal government is particularly careful not to infringe on the civil rights of American citizens.
(C) During economic crises, the federal government rarely acts for fear of overstepping its constitutional powers.
(D) During wartime, the power of the federal government increases slightly, but the increase is only temporary.
(E) During international crises, the federal government does not wait for public support before taking military action.

14. All of the following increased Americans’ apprehension toward the Soviet Union between 1945 and 1960 EXCEPT

(A) the launch of Sputnik
(B) the Soviet invasion of Hungary
(C) fear of communist infiltration within the United States government
(D) the Soviet invasion of Afghanistan
(E) the threat of communist takeovers in Greece and Turkey

15. Which of the following statements about the American electorate during the 1980’s is INCORRECT?

(A) The electorate grew more politically conservative.
(B) The influence of religious Christian voters increased.
(C) Registered Republicans outnumbered registered Democrats.
(D) The electorate grew less sympathetic to the goals and methods of government social programs.
(E) The allegiance of Southern voters shifted from the Democratic party to the Republican party.
STRATEGIES FOR ANSWERING THE AMERICAN HISTORY AND SOCIAL STUDIES TEST QUESTIONS

The best time to take the American History and Social Studies Test is soon after you have finished your American history course. If you cannot find a testing date that allows you to do so, you should make sure to review material for at least three weeks before the test. Cramming right before the test is not likely to improve your score. However, a careful three- or four-week review of your course notes, text, and readings will certainly help.

Some of the multiple-choice questions on the test will seem very straightforward to you. You will recognize the best answer right away. Other questions might be less obvious.

The following strategies can help you improve your overall score.

1. **Use the structure of the test to your advantage.** Questions on the SAT II American History and Social Studies Test are organized in groups of between eight and twelve questions. Each grouping of questions is chronologically ordered. For example, question 1 might ask about Christopher Columbus. Question 2 might then ask about the American Revolution, question 3 about the 1820s, and so on. When a new group begins, you should notice a sharp break in the chronology.

   This chronological structure can help you place the approximate era of a question when you do not recognize the subject. Suppose you have just answered a question about World War I, and the next question asks about the Teapot Dome scandal, which is an unfamiliar subject. What you DO know now—because you understand the chronological ordering of the exam—is that the Teapot Dome scandal occurred some time after World War I. If the following question asks about the New Deal, then you would have a fairly good idea that the Teapot Dome scandal took place during the 1920s (that is, sometime between World War I and the New Deal era). That may be enough information to help you find the correct answer, or at least to eliminate some incorrect answer choices. This leads to the next strategy.

2. **Use process of elimination to eliminate wrong answer choices.** Consider again the question about the Teapot Dome scandal. Knowing what you know about test structure, which answer choices can you eliminate?

   The Teapot Dome scandal most negatively affected
   (A) the United States space program  
   (B) Southern slave traders  
   (C) American efforts to contain Nazi expansion  
   (D) proponents of Jacksonian democracy  
   (E) the credibility of the Harding administration

   You may not know the answer right away, but you can apply your knowledge to eliminate incorrect answers. Knowing that the Teapot Dome scandal occurred between World War I and the New Deal (see Strategy 2, above) is very helpful. The space program did not begin until the 1950s, so you can eliminate (A). The slave trade was long over by this time, so (B) must also be incorrect. The Nazis did not come to power until the early 1930s, and the United States did not aggressively try to contain the Nazis until the 1940s, so answer (C) is also incorrect. Jacksonian democracy (D) dates to the 1820s and 1830s, much too early to be the correct answer here. By process of elimination, you now know that the answer must be (E).

3. **Guess effectively.** The SAT II has a “guessing penalty” built into its scoring method. However, it is to your advantage to make educated guesses. You are awarded 1 raw score point for every correct answer, and you lose only $\frac{1}{4}$ of a point for every incorrect answer. On difficult questions, if you can eliminate even one incorrect answer choice, you should guess from the remaining four choices. If you do this consistently, your overall score will be higher than if you had skipped those questions.

   The more incorrect answers you can eliminate before you guess, the better the odds are of you selecting the right answer, and the higher your final score will be.
4. Watch for key words in questions and answers. Some key words will be printed in capital letters, such as EXCEPT or NOT. These are easy to find, but you might want to circle them in your test booklet as you work anyway. Other key words can include superlatives, such as best, least, most, all, or none. Consider this statement:

The Truman Doctrine of 1947 opposed all forms of communism throughout the world.

While it is true that the Truman Doctrine opposed communism, it is not accurate to say that it opposed all forms of communism; it was restricted to opposing aggressive communism.

When you review material for the SAT II, remember the distribution of questions as you study. Because 80 percent of the test covers the period after 1789, you should focus your review on this period. You might decide to structure your review by presidential term. Remembering the order of the presidents and the most important events in each presidency can be a useful framework on which you can build your knowledge of American history.

EXERCISE

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. Roger Williams and Anne Hutchinson both provoked the anger of seventeenth-century colonial leaders by
   (A) supporting government regulation of firearms
   (B) challenging the authority of the clergy
   (C) advocating suffrage and property rights for women
   (D) condemning tariffs imposed by England
   (E) arguing for the equal rights of Native Americans

2. Which of the following does NOT describe the national government under the Articles of Confederation?
   (A) The legislature was unicameral.
   (B) No chief executive existed.
   (C) The government had no power to impose taxes, but was instead forced to rely on the states for voluntary contributions.
   (D) No important legislation was passed during the years the Articles of Confederation were in effect.
   (E) The government had little power to regulate international trade, because it could not impose tariffs.

3. The “Lowell System” sought to lessen the harshness of industrial labor by
   (A) using profits to provide workers with liberal semi-annual bonuses
   (B) providing the largely female workforce with room, board, and organized social events
   (C) reinvesting earnings in pollution-reducing machinery
   (D) ensuring that manufacturing plants were located many miles from population centers
   (E) requiring only four days of work per week from employees

4. Which of the following best illustrates Andrew Jackson’s support for states’ rights?
   (A) The nullification crisis of South Carolina
   (B) The implementation of a “spoils system” in Washington, D.C.
   (C) Jackson’s reaction to Supreme Court rulings concerning the Cherokee
   (D) Jackson’s 1833 threat of war against the French
   (E) Jackson’s sparing use of presidential veto power

5. The Interstate Commerce Commission was established in 1887 to prevent unfair business practices by
   (A) the railroads
   (B) agricultural producers of the South
   (C) the garment industry
   (D) the steel industry
   (E) mine workers

6. The Lend-Lease Act allowed the United States to assist the Allies without entering World War II by
   (A) freezing all German assets in American banks
   (B) requiring the German military to disarm
   (C) authorizing the American military to fire in secret on German targets
   (D) creating a U.S.-Soviet alliance intended to deter German aggression
   (E) allowing the U.S. to provide England with ships, weapons, and ammunition
PRACTICE IN SOLVING SAT II AMERICAN HISTORY AND SOCIAL STUDIES TEST QUESTIONS

The questions in this lesson provide you with additional practice for the SAT II American History and Social Studies Test. As you tackle them, keep the following pointers in mind:

1. Try to eliminate answer choices you know to be incorrect. Once you have eliminated all the incorrect answer choices you can, guess and move on.

2. Watch for key words and phrases that indicate the nature of the answer being sought.

EXERCISE

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. “I request the right to give Parliament my true opinion: It is that the Stamp Act should be repealed—absolutely, totally, and immediately. It was based on a principle that is wrong.”
   The author of this statement was most likely
   (A) a British politician
   (B) a Native American
   (C) an American colonist
   (D) a French fundamentalist
   (E) a Spanish explorer

2. Which of the following powers is NOT granted to Congress by the Constitution?
   (A) The power to regulate commerce with foreign nations and between states
   (B) The power to coin money and control currency
   (C) The power to declare war
   (D) The power to levy and collect taxes
   (E) The power to pass ex post facto laws

3. The drawing above was published by
   (A) a British politician to show what would happen to the American colonies if they continued to fight with England
   (B) a Confederate leader to show what the Confederacy thought of the Union
   (C) a Union leader to show what would happen if the Northern states did not fight the Confederacy
   (D) a Native American to express his tribe’s feelings about European settlers
   (E) an American colonist to express his views about the importance of colonial unity in the fight against the British

4. Which of the following most influenced the growth of cities in the late 1800’s?
   (A) The commitment to city planning
   (B) The need for remedies for the high price of land in urban centers
   (C) The need for housing a new wave of immigrants
   (D) The introduction of a moderately priced automobile
   (E) The expansion of mass-transit services

5. All of the following were characteristics of economic life in the 1920’s EXCEPT:
   (A) Tax laws prevented individuals from amassing large fortunes.
   (B) The earning power of ordinary workers decreased significantly.
   (C) Banks invested heavily in real estate and the stock market.
   (D) New methods of production increased productivity.
   (E) New industries expanded quickly.

6. Right-to-work laws give American workers the ability to
   (A) select their own employers
   (B) demand a federally established minimum wage
   (C) form and join a labor union
(D) collect unemployment insurance payments if no work is available
(E) refuse to join a labor union that represents co-workers

7. Which of the following statements about the 1950’s is correct?
(A) The United States was the only nation that had developed the hydrogen bomb by the mid-1950’s.
(B) Sputnik, launched in 1957, was the first artificial satellite successfully launched.
(C) Fear of communism in the United States reduced from its high point during World War II.
(D) During the Suez Crisis of 1956, the United States deployed military forces in Egypt.
(E) During the 1950’s, the population center of the United States moved eastward.

8. Achievements of the Inca civilization include all of the following EXCEPT
(A) a written language
(B) a highway system
(C) structures made of huge, tightly fitted stones
(D) pain-killing medicines
(E) long-distance communication through a system of runners

9. The Great Awakening of the 1730’s and 1740’s was a time of peaked interest in
(A) the establishment of free public schools
(B) securing the right to a free press
(C) the establishment of fair tax laws
(D) the ability of people to achieve salvation even if they were not members of formal religions
(E) the abolition of slavery

10. Americans became increasingly interested in westward expansion in 1806 as a result of
(A) the completion of Meriwether Lewis and William Clark’s expedition
(B) the Land Act, which reduced the cost and minimum required purchase of Western land
(C) the finalization of the Louisiana Purchase
(D) the capture of Zebulon Pike during exploration of Spanish-held lands in the Southwest
(E) Aaron Burr’s trial for treasonous activities in the Western states

11. “Jacksonian democracy” resulted in all of the following changes EXCEPT:
(A) All states adopted the democratic system for choosing presidential electors, eliminating the selection of electors by legislators.
(B) Religious qualifications for voting were dropped.
(C) The nomination convention, organized by political party, replaced the caucus.
(D) The party that won a presidential election was prevented from appointing fellow party members to government positions.
(E) Labor unions grew in larger cities of the Northern states.

12. The term monopoly describes a marketplace in which
(A) the government sets retail prices
(B) there is only one seller
(C) there is a single buyer
(D) prices are determined by the law of supply and demand
(E) production greatly exceeds demand, resulting in a steep drop in prices

13. Upton Sinclair’s book The Jungle was partly responsible for the passage of the
(A) Pure Food and Drug Act
(B) Hepburn Act
(C) McKinley Tariff
(D) Treaty of Paris
(E) Open Door Policy

14. Which of the following was a major U.S. foreign policy concern between 1900 and 1915?
(A) Defending the border shared with Mexico
(B) Preventing the outbreak of conflicts in Europe and the Middle East
(C) Establishing the United Nations to solve foreign conflicts
(D) Guarding the security of the Panama Canal
(E) Controlling the value of the dollar against worldwide inflation

15. Although they expressed their views in various ways, members of the American “counterculture” of the 1960’s shared a desire to
(A) question and replace traditional values
(B) work for political change and social reform
(C) return to an agrarian, non-technical society
(D) combat materialism in American society
(E) end the Vietnam War
Questions 16-17 refer to the table below.

**Gross National Product or Expenditure**  
(in billions of dollars)

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<tr>
<td>Gross national product</td>
<td>5,465.1</td>
<td>$2,732.0</td>
<td>$1,015.5</td>
<td>513.3</td>
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<td>GNP in constant (1982) dollars</td>
<td>4,157.3</td>
<td>3,187.1</td>
<td>2,416.2</td>
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<td>Personal consumption expenditures</td>
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<td>85.7</td>
<td>43.5</td>
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<td>681.4</td>
<td>270.3</td>
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<td>–8.3</td>
<td>3.1</td>
<td>3.1</td>
<td>6.8</td>
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<td>Net export of goods and services</td>
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<td>32.1</td>
<td>8.5</td>
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<td>208.1</td>
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<td>National defense</td>
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<td>322.2</td>
<td>119.4</td>
<td>46.1</td>
<td>19.8</td>
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</table>

*Source: Department of Commerce, Bureau of Economic Analysis*

16. Which element of the gross national product declined the most between 1950 and 1990?
   (A) Business inventories  
   (B) Durable goods  
   (C) National defense expenditures  
   (D) Purchase by state and local governments  
   (E) Export of goods and services

17. Measurement of the GNP in constant (1982) dollars is a valuable tool for comparing the GNP of different eras because
   (A) constant dollars are not affected by changes in overseas currency  
   (B) the American economy was particularly strong in 1982  
   (C) constant dollar measurement eliminates the factor of inflation  
   (D) economists do not agree on a precise definition of ‘constant dollars’  
   (E) military spending is omitted when constant dollar values are calculated

18. All of the following statements about education in colonial America are true EXCEPT:
   (A) Sons in wealthy families were likely to be tutored.  
   (B) No colleges or universities had been established.  
   (C) Massachusetts passed a law requiring towns with more than 50 households to pay for someone to teach reading and writing.  
   (D) Almanacs provided important information to many farm families who did not have schools or could not hire tutors.  
   (E) Few children of African-American parents, whether free or slaves, could get an education.

19. Alexander Hamilton’s financial program included all of the following EXCEPT
   (A) the establishment of a national bank  
   (B) stimulation of industrial development through tax incentives  
   (C) the assumption of all state debts by the federal government  
   (D) the use of tariffs and excise taxes to raise revenue  
   (E) a graduated income tax for all citizens

20. “The American continents, by the free and independent condition which they have assumed…are henceforth not to be considered as subjects for future colonization by any European powers…We…should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.”
   The foreign policy outlined above is known as
   (A) the Truman Doctrine  
   (B) the Roosevelt Corollary  
   (C) the Monroe Doctrine  
   (D) “dollar diplomacy”  
   (E) the Good Neighbor policy
Questions 21 - 22 refer to the map on the right.

21. Which area was purchased from France in 1803?
   (A) Area 1
   (B) Area 2
   (C) Area 3
   (D) Area 4
   (E) Area 5

22. Which area was acquired from Great Britain in 1846?
   (A) Area 1
   (B) Area 2
   (C) Area 3
   (D) Area 4
   (E) Area 5

23. “If man does not keep pace with his companions, perhaps it is because he hears a different drummer.”

   The quotation above characterizes the American intellectual movement known as
   (A) transcendentalism
   (B) abolitionism
   (C) Calvinism
   (D) Social Darwinism
   (E) socialism

24. The Freedmen’s Bureau accomplished which of the following?
   (A) It allowed most southern African-Americans to pursue formal education.
   (B) It overturned Jim Crow laws.
   (C) It redistributed land in the South, dividing plantations into smaller family farms.
   (D) It created jobs for teachers from the North.
   (E) It provided financial assistance for Southerners whose property had been destroyed during the Civil War.

25. As a result of the Spanish-American War, the United States increased its powers over all the following territories EXCEPT
   (A) Puerto Rico
   (B) Guam
   (C) Hawaii
   (D) the Philippines
   (E) Cuba

26. The National Origins Immigration Act became law in 1924. What effect did this act have on U.S. immigration?
   (A) It established a “global quota” of 120,000 immigrants that would be admitted from the Western Hemisphere and 170,000 immigrants that would be admitted from other nations.
   (B) The act permitted immigration only by individuals with relatives or political connections in the United States.
   (C) The act created immigration quotas based on national origin and current population distribution.
   (D) Potential immigrants were required to pass an English literacy test.
   (E) Immigrants were required to pay an entry fee based on their country of origin.

27. The “black power” movement of the 1960’s
   (A) called for revolution, if necessary, to end racial discrimination
   (B) pushed for the adoption of affirmative-action programs
   (C) encouraged whites to play a greater role in civil-rights activities
   (D) derived from a tradition of African-American nationalism dating back to the nineteenth century
   (E) focused on attracting rural and suburban, rather than urban, constituencies
The SAT II World History Subject Test consists of 95 questions. It covers the histories of Europe, Africa, Asia, and the Americas (except the United States). The questions are drawn from many fields of history, such as politics, economics, and intellectual and cultural history. Europe is the subject of nearly half the questions; the subject matter of the rest of the questions is distributed around the globe.

Nearly two-thirds of the questions cover the period between 1500 C.E. (also known as 1500 A.D.; the World History Test uses the term “common era” rather than “anno Domini”) and the present. The rest of the test includes questions about the period prior to 1500 C.E., as well as a few questions about cross-chronological trends. Many questions require you to recall facts you have learned from your classes and textbooks. Others ask you to interpret charts, graphs, and illustrations in order to test your proficiency with the basic research techniques of the historian: Applying and weighing evidence; interpreting data; and generalizing from specific information.

The World History Test is an especially challenging test because it covers such a broad base of material. Even if you have taken a world history course, there are likely to be many questions on this test to which you do not know the answers. Fortunately, the test is graded on a generous curve. For example, if you were to leave 30 questions blank and answer the other 65 correctly, you could score a 700. Later on we will review strategies that help you use the curve to your advantage.

You will have one hour to take the test. Every question on the test is multiple-choice with five answer choices. World History Test questions can be thought of as falling loosely into these categories:

1. Factual questions that test your knowledge of geographical areas or of historical events, concepts, cause-and-effect relationships, or the chronology of events
2. Interpretative questions that challenge your ability to interpret quotations from other published materials, or assess data derived from maps, charts, graphs, or cartoons

Here, for example, is a question that tests your knowledge of terms necessary to understanding historical developments.

The term détente is often used in reference to

(A) a style of painting that developed in France during the eighteenth century
(B) the easing of tension between the Soviet Union and the United States during the Cold War
(C) any economic system in which the government has minimal interference
(D) the French Revolution
(E) the buildup of strategic arms in the Middle East and the United States

If you remembered that the term détente was used to discuss world politics during the late twentieth century, you could narrow the choices to (B) and (E). Although you may have heard or read the term détente in discussion of the Soviet Union, the United States, and strategic arms, the term specifically refers to an easing of international tension between two nations or power blocs. Therefore, (B) is the best answer.
Knowledge of the geography of an area is essential to understanding historical development. Your knowledge of the geography of a specific continent may be tested by a question such as this example:

Which of the following best describes the physical environment of Africa?

(A) Most of the coastal regions are mountainous.
(B) Rivers provide good transportation, but their flooding makes farming difficult.
(C) The temperature ranges from extremely warm in the north to cold in the south.
(D) Most of the continental landmass is covered by lush rain forests.
(E) About half the continent is grasslands, with adequate rainfall on the average.

The correct choice is (E).

Another type of question will test your understanding of cause-and-effect relationships, as in this example:

A major factor in the increase of European trade and travel in the Middle Ages was

(A) the invasion of Western Europe by the Muslims
(B) the reign of Charlemagne
(C) the Crusades
(D) the emergence of feudalism
(E) the growth of universities

All of these events occurred during the Middle Ages. Throughout this period, however, it was only during the Crusades that large numbers of Europeans traveled to the Middle East, where they encountered travelers and traders from other parts of the world. The answer, therefore, must be (C).

The following exercise will give you the chance to become familiar with the variety of questions that might appear on a World History Test.

**EXERCISE**

**Directions:** Each of the following questions or incomplete statements is followed by five suggested answers or completions. Select the one that is best in each case.

1. The factor most responsible for the spread of knowledge to ordinary people during the Renaissance was

   (A) popular folk literature in the language of the people
   (B) the decline of the feudal system
   (C) artwork that pictured everyday life realistically
   (D) the invention of movable type
   (E) support of learning and the arts by wealthy patrons

2. The statement “Power is in the hands not of a minority but of the whole people“ best conforms to the ideas of which of the following people?

   (A) Julius Caesar
   (B) Niccolò Machiavelli
   (C) Darius the Great
   (D) Hippocrates
   (E) Pericles
3. During the decade from 1970 to 1980, oil-producing Arab countries imposed an embargo on oil shipments to countries that supported Israel. Based on the information in the graph above, when was this embargo most likely imposed?
(A) 1971
(B) 1973
(C) 1975
(D) 1978
(E) 1980

4. The Soviet Union responded to the creation of a standing NATO force in Europe by
(A) agreeing to a period of détente with the West
(B) withdrawing from the Security Council of the United Nations
(C) signing the Helsinki Agreement
(D) putting down rebellions in Yugoslavia and Hungary
(E) establishing the Warsaw Pact

5. What architectural style is associated with tall cathedrals built with ribbed vaults, flying buttresses, and large stained-glass windows?
(A) Baroque
(B) Gothic
(C) Neoclassic
(D) Art Deco
(E) International

6. The person known as the “Father of History” is
(A) Alexander the Great
(B) Plato
(C) Archimedes
(D) Herodotus
(E) Homer

7. The conflict that escalated into World War I arose primarily from
(A) British fears for the safety of the Suez Canal
(B) rumors of a Russian plan to create a Slavic confederation
(C) disagreements among the members of the Triple Entente
(D) rivalry between Austria and Serbia in the Balkans
(E) the colonial ambitions of the German Empire

8. Which of the following statements about Ukraine is INCORRECT?
(A) Precious mineral deposits account for most of the region’s income.
(B) Climate is an important factor in what types of crops grow there.
(C) It has rich soil suitable to agriculture.
(D) Grains such as wheat and corn are principal crops of the region.
(E) It was referred to as the “breadbasket” of the Soviet Union.

9. Which of the following spurred rebellions in Latin America in the late 1700’s and early 1800’s?
I. The system of colonial taxation
II. Discontent over the lack of representative government
III. News of the American and French revolutions
(A) I only
(B) III only
(C) I and III only
(D) II and III only
(E) I, II, and III
10. The Valley of the Kings lies in
   (A) Egypt
   (B) Iraq
   (C) Ukraine
   (D) California
   (E) France

11. Which of the following statements about the French national assembly prior to the French Revolution is INCORRECT?
   (A) Louis XVI called the assembly to meet at Versailles in 1789 because he needed to raise money for his treasury.
   (B) Each of the estates or classes in the assembly had only one vote.
   (C) The clergy of the assembly were known as the First Estate.
   (D) The nobility made up the Second Estate.
   (E) All the members of the assembly signed the Oath of the Tennis Court.

12. “Cooperation is a duty only so long as Government protects your honour, and non-cooperation is an equal duty when the Government, instead of protecting, robs you of your honour.”
    This statement was made by
   (A) Benito Mussolini
   (B) Mohandas Gandhi
   (C) Sun Yat-sen
   (D) Winston Churchill
   (E) Mao Zedong

13. Timbuktu is most accurately defined as the
   (A) political and cultural capital of the kingdom of Mali
   (B) kingdom that controlled the Niger River in the 1500’s
   (C) name of the leader of the Berbers when they invaded the kingdom of Ghana
   (D) early Ethiopian kingdom that dominated trade routes along the Red Sea
   (E) the center of the Asian-European spice trade during the Renaissance

14. During World War I and again during World War II, Sweden
   (A) remained neutral
   (B) offered economic aid but not military aid to Britain and France
   (C) played a major role in peace talks
   (D) sided with the Allied forces
   (E) drove back a Russian invasion force

15. Australia was founded as
   (A) an experiment in utopian living
   (B) a penal colony
   (C) a source of revenue for Great Britain from its mining and trapping operations
   (D) a homeland for the displaced Maoris
   (E) a rival to French and Dutch colonial claims in the South Pacific

16. Which is the correct chronological order of these civilizations?
    I. The Sumerian civilization between the Tigris and Euphrates rivers
    II. The Egyptian civilization in the lower Nile River valley
    III. The civilization that grew up in the Indus River valley
   (A) III, II, I
   (B) I, III, II
   (C) II, I, III
   (D) II, III, I
   (E) I, II, III

17. From the seventeenth century to the nineteenth century, Korea was called the “Hermit Kingdom” because
   (A) the nations of Western Europe refused to sign trade agreements with Korea
   (B) the leaders of its Yi dynasty had little contact with the common people
   (C) its government was strongly influenced by Buddhist holy men
   (D) other nations of eastern Asia refused to sign trade agreements with Korea
   (E) it was closed to foreigners
You have a good chance of doing well on the SAT II World History Subject Test questions if you utilize the following strategies when taking the test.

1. **Use the test curve to your advantage.** The World History Test is graded on a generous curve. This means that you do not have to answer all of the questions on the test to get a very good score. You may want to determine a target score and plan accordingly to reach your target. The chart below shows how many questions you should answer to achieve various final scores. The chart also shows the approximate number of questions you can afford to answer incorrectly and still reach your target (this number varies with specific tests).

<table>
<thead>
<tr>
<th>TARGET SCORE</th>
<th>ANSWER</th>
<th>INCORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>all</td>
<td>10-12</td>
</tr>
<tr>
<td>750</td>
<td>85</td>
<td>6-8</td>
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<tr>
<td>700</td>
<td>75</td>
<td>6-8</td>
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<tr>
<td>600</td>
<td>55</td>
<td>6-8</td>
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<tr>
<td>550</td>
<td>45</td>
<td>6-8</td>
</tr>
</tbody>
</table>

2. **Do the questions you know the answers to first, then come back to the ones on which you have to guess.** Finding the questions to which you know the answers and answering them is the best strategy for achieving a high score. Take the test in two passes. The first time through, answer those questions that you are certain you can answer correctly. Then go through the test a second time, using process of elimination to make your best guess on the remaining questions.

3. **Use process of elimination to guess effectively.** The SAT II has a “guessing penalty” built into its scoring method. However, it is to your advantage to make educated guesses. You are awarded 1 raw score point for every correct answer, and you lose only $\frac{1}{4}$ of a point for every incorrect answer. On difficult questions, if you can eliminate even one incorrect answer choice, you should guess from the remaining four choices. If you do this consistently, your overall score will be higher than if you had skipped those questions. The more incorrect answers you can eliminate before you guess, the better the odds are of you selecting the right answer, and the higher your final score will be.

4. **Watch for key words in questions and answers.** Some key words will be printed in capital letters, such as EXCEPT or NOT. These are easy to find, but you might want to circle them in your test booklet as you work anyway. Other key words can include superlatives, such as best, least, most, all, or none.

Look at how these strategies are applied in the following example:

Which of the following was an immediate cause for the fall of the Roman Empire?

- (A) Heavy taxes and high unemployment
- (B) Strengthened civic pride
- (C) Invasion of Rome by a German tribe
- (D) Corruption in the government
- (E) Division of the Empire into two parts

As you read the question, you should note the key word *immediate*. Numerous factors contributed to the fall of the Roman Empire. Some of these, however, contributed to the Empire’s decline over many years; they were not sudden.
Suppose you are not sure what the best answer choice is. This is the time to try to eliminate some choices. Right away, you could eliminate (B). A decline in civic pride could certainly lead to the downfall of a state, country, or empire; a strong sense of civic pride, however, is a positive influence. Choices (A) and (D) also could be eliminated. Although these factors could have contributed to the fall of the Roman Empire—and, in fact, did—their decaying effect took place over a long period of time. Therefore, neither factor could have been an immediate cause. Two choices—(C) and (E)—are left. If this is as far as you can get, guess and move on. The correct answer is (C).

EXERCISE

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. Which of the following would NOT, for purposes of historical research, be considered an artifact?
   (A) An illuminated manuscript
   (B) A human skull
   (C) A knife with a stone blade
   (D) A sample of cuneiform writing
   (E) A fragment of a clay pot

2. Of the following statements, which would a historian LEAST be able establish as true?
   (A) The geography of China had a strong effect on that country’s history.
   (B) The political, social, and economic life of the Middle Ages centered on the feudal relationship between a lord and his vassals.
   (C) Many religious wars were fought as a result of the Protestant Reformation.
   (D) As the world’s first democracy, Athens is considered historically more important than Sparta, a military dictatorship.
   (E) England and France became nations during the Middle Ages because of their powerful monarchs, whereas Germany and Italy were not unified until the nineteenth century.

3. The decline of the feudal system in Japan came about over several generations, due to
   (A) a power struggle among the samurai
   (B) Japan’s conquest by China
   (C) increased contact with the West
   (D) the influence of Zen Buddhism
   (E) widespread peasant rebellions

4. From earliest to latest, which is the correct chronological order of the following events?
   I. Martin Luther’s defense at the Diet of Worms
   II. The Thirty Years War
   III. The voyages of Columbus
   IV. The Hundred Years War
   (A) IV, III, I, II
   (B) I, III, IV, II
   (C) III, I, II, IV
   (D) II, I, IV, III
   (E) III, IV, I, II

5. The largest empire of the pre-Columbian Americas was governed by the
   (A) Olmecs
   (B) Maya
   (C) Inca
   (D) Toltecs
   (E) Aztec

6. Over which one of the following countries has this flag NEVER flown?
   (A) Albania
   (B) Poland
   (C) Finland
   (D) Denmark
   (E) Great Britain
PRACTICE IN SOLVING
SAT II WORLD HISTORY SUBJECT TEST QUESTIONS

The questions in this lesson provide you with additional practice for the SAT II World History Subject Test. As you tackle them, keep the following pointers in mind:

1. Try to eliminate answer choices you know to be incorrect. Once you have eliminated all the incorrect answer choices you can, guess and move on.

2. Watch for key words and phrases that indicate the nature of the answer being sought.

EXERCISE

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. The Roman Catholic order known as the Society of Jesus, or Jesuits, was founded to
   (A) halt the spread of the Reformation
   (B) take Catholicism to the Far East
   (C) provide religious instruction for children during the Middle Ages
   (D) lead the Church’s social programs
   (E) define official Church doctrine in the fifteenth century

2. The Baroque era of art, architecture, and music is most closely associated with the
   (A) eighteenth century
   (B) Middle Ages
   (C) seventeenth century
   (D) early Renaissance period
   (E) nineteenth century

3. The Aswan Dam was built to block the waters of the
   (A) Volga River
   (B) Amazon River
   (C) Ganges River
   (D) Po River
   (E) Nile River

4. The Industrial Revolution began in which of the following industries?
   (A) Mining
   (B) Textiles
   (C) Transportation
   (D) Toolmaking
   (E) Communications

5. To what does the expression “final solution” refer?
   (A) The overthrow of the French monarchy
   (B) The building of the Berlin Wall
   (C) The Nazi program to destroy the Jewish population of Europe
   (D) The use of atomic bombs to effect a Japanese surrender in World War II
   (E) The goals of the fundamentalist Islamic revival of the 1970’s and 1980’s

6. Mohandas Gandhi, often called the Mahatma, is most closely associated with
   (A) the building of the Taj Mahal
   (B) the building of the Temple of the Sun at Konarak
   (C) Indian advances in the development of nuclear power
   (D) the authorship of the Mahabharata
   (E) the doctrine of nonviolence as a mode of political action

7. Charlemagne succeeded in uniting much of Europe by defeating all of the following EXCEPT the
   (A) Moors in central Spain
   (B) Avars along the Danube River
   (C) Lombards in Italy
   (D) Saxons in northern Germany
   (E) Muslims in the Pyrenees

8. Which sequence of African empires is chronologically correct?
   (A) Kush, Mali, Ghana
   (B) Kush, Ghana, Mali
   (C) Ghana, Mali, Kush
   (D) Mali, Kush, Ghana
   (E) Mali, Ghana, Kush
Questions 9–10 refer to the pie chart below.

OCCUPATIONS IN WESTERN EUROPE, 1975

9. According to this chart, about 3 of every 10 Western Europeans in 1975 were employed in
   (A) construction and mining
   (B) trade and commerce
   (C) trade, commerce, and service occupations
   (D) agriculture
   (E) manufacturing

10. Which of the following assumptions is most logical, given the data above?
   (A) Western European nations need to improve their transportation systems.
   (B) Trade and commerce in Western Europe have grown slowly since 1945.
   (C) Most or all Western European nations could be classified as “industrialized.”
   (D) Western Europe is poor in farmland.
   (E) Construction jobs in Western Europe have increased since 1975.

11. The headdress shown above is the
   (A) crown that Montezuma II surrendered to Hernando Cortés
   (B) military crown awarded to Mongol chieftains
   (C) Pope’s mitre
   (D) ceremonial crown of Mayan priests
   (E) crown of the ruler of Upper and Lower Egypt

12. “Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the State, ‘What does it matter to me?’ the State may be given up for lost.”

   This view, expressed by Jean Jaques Rousseau, relates to the view of government known as
   (A) popular sovereignty
   (B) the social contract
   (C) absolute monarchy
   (D) socialism
   (E) radical republicanism

13. Reading from left to right, the column headings for the table above should be
   (A) Britain, France, Italy, Portugal
   (B) France, Italy, Portugal, Britain
   (C) Italy, France, Britain, Portugal
   (D) France, Portugal, Britain, Italy
   (E) Portugal, France, Britain, Italy

14. What was the largest city of the pre-Columbian Americas?
   (A) Tenochtitlán
   (B) Machu Picchu
   (C) Cuzco
   (D) Tikal
   (E) Chichén Itzá
15. In terms of its goals and its results, the Soviet intervention in Afghanistan is most similar to
   (A) Great Britain’s entrance into World War I
   (B) Russia’s resistance to Napoleon
   (C) Italy’s seizure of Libya
   (D) the United States’ involvement in the Vietnam War
   (E) Germany’s 1939 attack on Poland

16. During the revolution of 1910, Mexican rebel leaders Emiliano Zapata and Pancho Villa promoted
   (A) a return to autocratic rule, in order to increase government control of the economy
   (B) land reform, in order to ease the poverty of Mexican peasants
   (C) a large military build-up, in order to launch an offensive against Mexico’s Central American neighbors
   (D) improved relations with the United States, in order to transform Mexico into a U.S. colony
   (E) the rapid industrialization of Mexico, in order to hasten the development of Mexican communism

17. Which of the following best explains the Opium War in China (1839–1842)?
   (A) Citizens opposed the granting of Chinese territory to Russia.
   (B) Britain attempted to take control of Hong Kong.
   (C) The Ch’ing dynasty wanted to suppress an attempted overthrow.
   (D) Japan competed with China for control of Korea.
   (E) Chinese authorities protested the practices of British merchants.

18. Although the terms Ottoman Empire and Turkey are sometimes used interchangeably, the Ottoman Empire at its height included not only Turkey but also
   (A) Arabia, Egypt, and part of the German States
   (B) Egypt, Hungary, and Italy
   (C) the Balkan peninsula and parts of Persia and North Africa
   (D) the European ports of Barcelona, Marseilles, and Naples
   (E) the entire Arabian peninsula and parts of East Africa

19. Which of the following leaders is NOT correctly paired with the country with whose independence movement he is associated?
   (A) Toussaint L’Ouverture—Haiti
   (B) Simón Bolívar—Peru
   (C) José de San Martín—Cuba
   (D) Pedro I—Brazil
   (E) Miguel Hidalgo—Mexico

20. Modern scholars can read ancient hieroglyphic inscriptions because of
   (A) a key to the symbols that was found in the tomb of King Tutankhamun in 1922
   (B) the Greek inscription found on the Rosetta Stone in 1799
   (C) the similarity to characters found on ancient Sumerian clay tablets
   (D) a book written in Old Persian that was found in the library in Alexandria
   (E) artifacts and drawings that were discovered in the Pyramids

21. Terracing is a method of soil conservation used today in parts of the world where
   (A) hillsides are farmed
   (B) industrialization began only after World War II
   (C) subsistence farming has proved ineffective
   (D) floodwaters periodically cover farmland
   (E) overfarming in the past has resulted in substantial loss of topsoil

22. The most far-reaching result of the Glorious Revolution in England was that it
   (A) made freedom of speech part of British law
   (B) ended the ownership of property as a voting qualification
   (C) gave Parliament power over the monarchy
   (D) abolished the slave trade
   (E) returned the monarchy from exile

23. The Congress of Vienna assembled primarily to
   (A) replace the Quadruple Alliance with the Holy Alliance
   (B) settle the boundaries of the Russian Empire
   (C) decide which states would be part of the German Confederation
   (D) restore political stability to Europe after the Napoleonic Wars
   (E) stop Prussia and Russia from going to war over possession of Poland
Questions 24 - 25 refer to the map below.
Arabic numerals refer to cities.

1 Marseilles 4 Constantinople
2 Clermont 5 Edessa
3 Rome 6 Jerusalem

24. In which city did Pope Urban II, in 1095, call for Christians to take possession of the Holy Land?
   (A) 1  
   (B) 2  
   (C) 3  
   (D) 4  
   (E) 6

25. During the Crusades, what were the fates of cities 4 and 6?
   (A) The Crusaders seized city 4 but later lost it to the Muslims.
   (B) Despite a tremendous loss of life, neither city was captured by the Crusaders.
   (C) After their capture, both cities remained capitals of feudal states until the fourteenth century.
   (D) City 4 was never won from the Byzantines, but city 6 was captured and lost time and time again.
   (E) The Crusaders temporarily controlled both cities.

26. Which of the following best describes the map projection developed by Dutch cartographer Gerardus Mercator?
   (A) It shows the correct shapes of landmasses but it distorts their sizes.
   (B) It depicts political as well as physical data.
   (C) It shows the correct sizes of landmasses but it distorts their shapes.
   (D) It depicts landmasses correctly but distorts the sizes and shapes of the earth’s oceans.
   (E) It accurately shows the shapes and sizes of landmasses.

27. “An eye for an eye, and a tooth for a tooth” is a standard of justice associated with both
   (A) the Egyptian Book of the Dead and the Aryan Rig-Veda
   (B) the Code of Hammurabi and the Magna Carta
   (C) the Mosaic law and the Egyptian Book of the Dead
   (D) the Code of Hammurabi and the Mosaic law
   (E) the Code of Hammurabi and the Laws of the Medes and Persians

28. During the Han dynasty of China (202 B.C.E.–220 C.E.), government posts were held by individuals who had
   (A) fought by the emperor’s side or accomplished other acts of heroism
   (B) passed examinations based on Chinese literature and the writings of Confucius
   (C) inherited the positions from their fathers
   (D) opposed, or whose ancestors had opposed, the previous Ch’in dynasty
   (E) proven themselves good administrators of the lands they managed

29. In general, which of the following must have developed before a “culture” can be classified as a “civilization”?
   I. Trade with other cultures
   II. A system for recording information
   III. Some form of government
   (A) I only
   (B) II only
   (C) II and III only
   (D) I and III only
   (E) I, II, and III only

30. The “Long March” was a key event in the establishment of communist rule in
   (A) Vietnam
   (B) Cuba
   (C) Russia
   (D) Tibet
   (E) China