

## PART II

### Dress Rehearsal: A Sample Test

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- Taking a Full-Length Writing Test
- Finding the Best Answers
- Checking Your Answers
- How to Score Your Own Essay
- What the Numbers Tell You
- Calculating Your Score on the Writing Test

By taking the sample test, you'll quickly become familiar with the length and format of the exam. You'll also begin to identify your strengths and weaknesses as a writer.

The SAT always begins with the essay question and then offers several sections of math and reading questions. The Writing Test resumes in Section 4 or 5 of the SAT with thirty-five multiple-choice questions and then, after still more math and reading questions, concludes with fourteen additional multiple-choice questions on writing. This sample test, therefore, differs from a real SAT because the three sections of writing questions follow one after the other.

Despite this difference, try to simulate actual test conditions as you administer this test to yourself. Here's how to do it:

- ✓ Set aside an uninterrupted hour.
- ✓ Use a timer, a watch, or a clock to time each section.

Section 1: Essay Question (25 minutes)

Section 2: Multiple-Choice Questions (25 minutes)

Section 3: More Multiple-Choice Questions (10 minutes)

- ✓ Work on only one section at a time.
- ✓ Don't skip ahead to the next section before the allotted time is up.
- ✓ Don't return to a previous section once it's over.

✓ Write the essay on separate pieces paper no larger than 8½×11 inches, the size of an official SAT essay response sheet. Use a pencil to write your essay. An SAT essay written in ink will be scored “zero.”

✓ Mark your multiple-choice answers in pencil on the answer sheet provided.

When you’ve completed the test, check your answers with the Answer Key and fill in the Performance Evaluation Chart. Your score on each section, along with your total score, will give you a profile of what you’ve done well and what you should study between now and SAT day. The chart will also tell you the types of questions you answered most successfully. Be sure to read the answer explanations for the questions you got wrong. On second thought, read all the explanations. You may pick up a pointer or two that will serve you well on future exams.

Note that each question is rated by its level of difficulty—EASY, MEDIUM, or HARD. “Easy” questions are answered correctly by approximately 80 to 99 percent of students taking the exam. A “medium” rating suggests that more than 65 percent will answer the question correctly. And of the “hard” questions, fewer than 65 percent of test takers are likely to choose the right answer.

In an ideal world everyone will answer all easy, medium, and hard questions correctly. In reality, however, that’s not going to happen. The SAT is a test, after all, that is meant to differentiate students from each other. If you make mistakes, learn from them. The answer explanations will direct you to relevant pages to study.

Although it’s hard to assess your own essay objectively, don’t shy away from trying. Let the essay cool for a while—maybe a day or more. Then, reread it with an open mind and a fresh pair of eyes. Rate your essay using the Self-Scoring Guide. For a second opinion, find a trusted and informed friend—or maybe a teacher, counselor, or parent—to read, rate, and discuss your essay with you.

Finally, convert your raw scores into the SAT’s 200–800 scaled score. Remember that your scaled score is only an approximation of what you might earn on an actual SAT Writing Test.

Are you ready to begin? Good luck!

## Sample Test

### SECTION 1 ESSAY

TIME: 25 MINUTES

**Directions:** Plan and write an essay in response to the assigned topic. Use the essay as an opportunity to show how clearly and effectively you can express and develop ideas. Present your thoughts logically and precisely. Include specific evidence or examples to support your point of view. A plain, natural writing style is probably best. The number of words is up to you, but quantity is less important than quality. (*See Part III of this book for tips on writing first-rate essays.*)

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

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

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

**See Practice Test A.**

**Think carefully about the following passage and the following assignment.**

Whenever Social Studies teacher Karen Greene sits down to grade a stack of papers, she wonders whether the grades convey useful information about student learning to the students themselves, to parents, counselors, or even to colleges.

While most would agree that grades provide a sort of feedback on student performance, finding consensus on the criteria to use for grading is a different story. Should Karen reward high grades to diligent, hard-working students with very low skills and limited achievement? Or should she risk discouraging such students by giving them the Ds that their work really deserves? What about grading students capable of doing excellent work when they put their mind to it but who rarely bother? An F for lack of effort might prod them to try harder, but would it accurately reflect the real quality of their work?

Adapted from Lisa Birk, *Harvard Education Letter*, October 2004

**Assignment:** Should students who work very hard in a course earn very high grades, or should achievement rather than effort determine students' grades? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your observations, experience, studies, or reading.

**Section 1**

## **ESSAY**

Time allowed: 25 minutes

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

A large rectangular box with a thin black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right.

**End of essay.**

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

## Answer Sheet for

### Multiple-Choice Questions

#### SECTION 2

##### Improving Sentences

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

##### Identifying Sentence Errors

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

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

##### Improving Paragraphs

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

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

#### SECTION 3

##### Improving Sentences

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

#### SECTION 2

#### MULTIPLE-CHOICE QUESTIONS

TIME: 25 MINUTES

##### Improving Sentences

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

EXAMPLE	ANSWER
My old Aunt Maud loves to <u>cook, and eating also.</u>	<input type="radio"/> (A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/> (E)

(A) cook, and eating also

(B) cook and to eat

(C) cook, and to eat also

(D) cook and eat besides

(E) cook and, in addition, eat

1. The Broadway tradition of “musical comedy” has changed over the years because of their stories and music exploring serious themes, especially the consequences of war, tyranny, and death.

(A) of their stories and music exploring

(B) of their stories and music exploring their

(C) its stories and music explore

(D) its stories and music explores

(E) of how it explores through stories and music

2. Mr. Rich was not the first math teacher to entertain and inspire his students, but he has been the first who turned math class into a party.

(A) has been the first who turned

(B) had been the first who turned

(C) was the first having turned

(D) was the first to turn

(E) having been the first to turn

3. Our interscholastic athletic schedules were made too recklessly, without sufficient planning behind it.

(A) too recklessly, without sufficient planning behind it

(B) too reckless, without sufficient planning behind it

(C) too recklessly, without sufficient planning behind them

(D) too reckless, and there is not sufficient planning behind them

(E) too recklessly, and there is not sufficient planning behind it

4. Many senior citizens are reluctant to go online, it results from not knowing much about computers and being a bit scared of it.

(A) online, it results from not knowing much about computers and being a bit scared of it

(B) online resulting from not knowing much about computers and being a bit scared of it

(C) online for the reason being that they don't know much about computers and are a bit scared of them

(D) online because of knowing little about computers and being scared of it

(E) online because they know little about computers and are a bit scared of them

5. The program of extracurricular activities were cut from the school budget in spite of them being regarded as one of the most important aspects of high school.

(A) were cut from the school budget in spite of them being regarded

(B) was cut from the school budget in spite of them being regarded

(C) was cut from the school budget in spite of their regard as being

(D) were cut from the school budget in spite of regarding it

(E) was cut from the school budget in spite of it being regarded

6. As modern astronomy increasingly employs sophisticated space telescopes, high-speed computers, and years-long probes into outer space, humankind's concept of the heavens has changed.

(A) humankind's concept of the heavens has changed

(B) humankind's concept of the heavens have changed

(C) there has been changes in humankind's concepts of the heavens

(D) humankind have undergone a change in its concepts of the heavens

(E) humankind has had changes in their concept of the heavens

7. Although whales can grow bigger than houses, they have ears so small that you can't clean them out with an ordinary Q-tip.

(A) Although whales can grow

(B) Whereas whales can grow

(C) Despite a whale growing

(D) While a whale's size can grow

(E) Since a whale can grow

8. When the baseball rulebook is followed too closely, they often spoil instead of enhancing the game.

(A) When the baseball rulebook is followed too closely, they often spoil instead of enhancing the game

(B) When the baseball rulebook is followed too closely, it often spoils instead of enhancing the game

(C) The baseball rulebook, if too closely followed, often spoils the game, not enhancing it



(D) The baseball rulebook, if followed too closely, often spoils rather than enhances the game

(E) If you follow too closely the baseball rulebook, it often spoils rather than enhances the game

9. At the airport passengers must pass through metal detectors, but there are not frequent body searches of passengers.

(A) detectors, but there are not frequent body searches of passengers

(B) detectors, and a bodily search of passengers is not frequent

(C) detectors but are rarely subject to body searches

(D) detectors, but the searching of their bodies is rare

(E) detectors, but the search of bodies is rare among them

10. The students of Campolindo High show as much school spirit as any other school.

(A) as much school spirit as any other school

(B) so much school spirit as any other school

(C) spirit like any school

(D) as much school spirit as those of any other school

(E) as much spirit if not moreso than that of any school

11. Inside Margaret Jackson's home were an art studio with a pottery kiln, high-tech stainless steel appliances, and there was a swimming pool lined with Italian marble.

(A) there was a swimming pool lined with Italian marble

(B) a swimming pool lined with Italian marble

(C) lined with Italian marble was a swimming pool

(D) the swimming pool was lined with Italian marble

(E) a swimming pool with Italian marble was there

## Identifying Sentence Errors

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

### EXAMPLE

Jill went speedily A to the crest B of the hill in a more C faster time than D her friend, Jack. No error E.

### ANSWER

(A) (B) ☒ (D) (E)

12. Although he left Texas as A a small boy, Jim returned when B he was sixteen and decides C that he'd like to spend D the rest of his life there. No error. E

13. Despite A the constant pressure of schoolwork and sports, Terry has never been B more happier C than she is now D, in her senior year. No error. E

14. At A the beginning of the play, there is B two puzzling dilemmas that Medea must must solve if C she is going to survive D her ordeal. No error. E

15. The common sentiment that hard work pays off A doesn't necessarily apply to B C a frail old man which D has a heart condition and a long driveway to shovel after a snowstorm. No error. E

- For
16. A decades, scientists analyzed masses of public-health statistics before they B C found a high correlation between D heavy smoking and the incidence of lung cancer. No error. E
17. Saturday's game demonstrated once more again A B why Paulie, one of the league's finest C players, is being recruited by many D colleges. No error. E
18. Although A every road in the town is now paved, there are actually B some residents who will prefer C D that the dirt roads be preserved. No error. E
19. The company has begun A manufacturing dishwasher soaps in bright colors because consumers respond to this more eagerly B C than to dull, ordinary colors. D No error. E
20. The professor explained that A the realistic painter is having to represent B reality, while C the impressionistic or abstract painter reveals a personal or emotional response to reality. D No error. E
21. Many of the candidates, including the incumbent senator herself, has opposed A B the legislation that weakens C the ban on snowmobiles D in Yellowstone and other national parks. No error. E
22. An A orientation program familiarizes new ninth graders with B the daily schedule, teaches them the layout of the building, and they have C the chance to practice going from class to class. D No error. E
23. An examination of the most reliable A current economic statistics do not justify raising B C the sales tax in the foreseeable future. D No error. E

24. Some symbols <sup>acquire</sup> A a <sup>multitude of meanings,</sup> B some <sup>widely shared,</sup> C others personal, <sup>or</sup> D some contradictory, conflicted, <sup>No error.</sup> E ambivalent.
25. Since the early 1800s, the famous Hope Diamond <sup>was</sup> A the most notorious gem <sup>in history,</sup> B leaving behind <sup>a string of owners who</sup> C D have suffered one misfortune after another. <sup>No error.</sup> E
26. <sup>Because</sup> A the setting profoundly influences the thoughts, emotions, and actions of the characters, a place can be as <sup>significant for</sup> B a story as <sup>any of</sup> C the people in <sup>it</sup> D <sup>No error.</sup> E
27. <sup>Both</sup> A Lady Gaga and Beyoncé <sup>have become extremely</sup> B C popular singers, but Beyoncé has the <sup>largest</sup> D number of fans. <sup>No error.</sup> E
28. During this past year, a rapport <sup>has developed</sup> A between my Spanish teacher <sup>and I; in fact,</sup> B C I now call <sup>her by</sup> D her first name, Louise. <sup>No error.</sup> E
29. Readers <sup>can</sup> A easily draw a distinction between a so-called literary classic and an escapist piece of pulp fiction by considering <sup>how many ideas</sup> B the books <sup>give them</sup> C to think <sup>about.</sup> D <sup>No error.</sup> E

## Improving Paragraphs

**Directions:** The passage below is the draft of a student's essay. Some parts of the passage need improvement. Read the passage and answer the questions that follow. The questions are about revisions that might improve all or part of the passage's organization, development, sentence structure, or choice of words. Choose the answer that best follows the requirements of standard written English.

Questions 30–35 refer to the following passage.

[1] No student of American history can avoid having learned about a great technological feat, the building of the transcontinental railroad in the middle of the nineteenth century. [2] Though the Pacific Ocean could be reached by traveling overland in wagons or by sea via South America, many dreamed of a time when the

*East would join the West, linked by a transcontinental railroad. [3] In 1869, the dream became a reality. [4] It was a great physical achievement. [5] In accomplishing this great feat of engineering, the workers were exploited, and many of them died.*

*[6] Chinese immigrants were the backbone of the workforce. [7] They performed unskilled labor and also the highly specialized and dangerous jobs as well. [8] The workers were exploited ruthlessly. [9] Methods were unsafe and cost lives. [10] Baskets holding a single person were lowered down the side of a mountain, and the worker inside would place dynamite into the mountain's crevasse, light it, and try to make it back up. [11] If they were not pulled fast enough, or the rope broke, they fell to their deaths. [12] An estimated 1200 Chinese perished just so.*

*[13] With the help of the U.S. government, which contributed millions of dollars' worth of public land and funds for construction, the project was run by a group of four well-to-do but corrupt businessmen from California. [14] They used fraud to build their own personal fortunes, and their greed ran rampant.*

30. Which of the following is the best way to deal with sentence 1 (reproduced below)?

*No student of American history can avoid having learned about a great technological feat, the building of the transcontinental railroad in the middle of the nineteenth century.*

- (A) Make no changes.
- (B) Switch its position in the essay with that of sentence 2.
- (C) Change "having learned" to "learning."
- (D) Relocate "in the middle of the nineteenth century" between "history" and "can."
- (E) Delete the comma and insert "which was."

31. In context, which of the following is the best way to revise the underlined words in order to combine sentences 4 and 5?

*It was a great physical achievement. In accomplishing this great feat of engineering. the workers were exploited and many of them died.*

- (A) It was a great physical achievement, in accomplishing this great feat of engineering
- (B) The fact is that
- (C) But students don't learn that this great physical feat of engineering came at a large price because
- (D) As a result, historians say that this great achievement meant that
- (E) Although building the railroad was a great physical achievement,

32. Which of the following ideas best alters sentence 9 in order to link it to sentence 8?

- (A) Consequently, methods ...
- (B) Because laborers were pushed to complete the work as quickly as possible, methods ...
- (C) On the other hand, methods ...
- (D) With regard to taking advantage of the Chinese laborers, methods ...
- (E) A good example of exploitation is that methods ...

33. Which of the following best describes the relationship between sentences 9 and 10?

- (A) Sentence 10 provides material that illustrates the statement made in sentence 9.
- (B) Sentence 10 proves the validity of the point made in sentence 9.
- (C) Sentence 10 introduces sources of information that confirms the truth of sentence 9.
- (D) Sentence 10 offers an alternative point of view about the point made in sentence 9.
- (E) Sentence 10 restates opinions expressed in sentence 9.

34. Which of the following would be the best sentence to insert before sentence 13 to introduce the last paragraph?

- (A) Building the railroad was such an expensive undertaking that no private individual of that era could afford to finance the whole thing.
- (B) Paying for the construction of the railroad left the federal government with a mountain of debt.
- (C) One set of construction crews started building from the east to the west, while another began in the west and built eastward.
- (D) The building of the railroad was indeed an American milestone.
- (E) The Pacific Railroad Act, a document rushed through Congress, was grossly over-generous in its benefits to the builders.

35. What material is the most appropriate to add immediately after sentence 14?

- (A) How the four business tycoons happened to meet and form a partnership
- (B) The facts that convinced the four men to build the railroad
- (C) Reasons why shoddy construction methods were used
- (D) Details about unethical business practices during the construction of the railroad
- (E) An account of how the eastbound and westbound tracks met in Utah in 1869

**End of Section 2.**

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

### **SECTION 3**

#### **MULTIPLE-CHOICE QUESTIONS**

**TIME : 10 MINUTES**

#### **Improving Sentences**

**Directions:** The underlined sentences and sentence parts below may contain errors in standard English, including awkward or ambiguous expression, poor word choice (diction), incorrect sentence structure, or faulty grammar, usage, and punctuation. Read each sentence carefully and identify which of the five alternate versions most

effectively and correctly expresses the meaning of the underlined material. Indicate your choice by filling in the corresponding space on the answer sheet. Choice A always repeats the original. Choose A if none of the other choices improves the original sentence.

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

- (A) Tony showed three college acceptance letters to his counselor, he
- (B) Three college acceptance letters, which were shown to his counselor by Tony, who
- (C) Three college acceptance letters were shown by Tony to his counselor, then he
- (D) After showing three college acceptance letters to his counselor, Tony
- (E) Tony, having shown three college acceptance letters to his counselor, he

2. Many problems among the faculty developed after Mr. Atkins took over as principal of the school; these problems diminished both the reputation and the performance of the school.

- (A) school; these problems diminished both the reputation and the performance of the school
- (B) school, they both diminished the reputation and performance of the school
- (C) school, which both diminished its reputation as well as diminished its performance
- (D) school; these problems diminished its reputation and performance
- (E) school, and they diminished its reputation as well as performance

3. Despite being called "reality" television, the program about the plane crash in the Rockies seemed about as real as a cow jumping over the moon.

- (A) Despite being called "reality" television
- (B) Although its being "reality" television
- (C) It was called "reality" television



(D) Because it was called “reality” television

(E) Calling it “reality” television

4. To think that only money motivates people to choose a career in professional athletics is wrong because in sports many people do it to find personal satisfaction

(A) wrong because in sports many people do it to find personal satisfaction

(B) wrong because sports would have had an effect on finding personal satisfaction

(C) wrong, and the reason is because of the finding of personal satisfaction from a career in sports

(D) wrong, because many athletes find personal satisfaction out of sports

(E) wrong because many athletes find personal satisfaction in their sport

5. At the beginning of Joseph Conrad’s story “Gaspar Ruiz,” a soldier has been falsely accused of cowardice under fire, desertion of his post, and he gave military secrets to the enemy.

(A) he gave military secrets to the enemy

(B) giving military secrets to the enemy

(C) gives military secrets to the enemy

(D) military secrets were given to the enemy

(E) the enemy received military secrets from him

6. Essential for doing business or just staying in touch with family and friends, cell phones, they are increasingly popular.

(A) cell phones, they are increasingly popular

(B) their popularity is growing

(C) they have become more popular

(D) cell phones are increasingly popular

(E) cell phones, they have grown more popular

7. Drive-in restaurants that serve fatty food can be found along almost every main highway in the country, this explaining why so many Americans are overweight.

- (A) country, this explaining why
- (B) country, this is why
- (C) country; this fact explains why
- (D) country; this fact explaining the reason why
- (E) country, and explains why

8. When you read at a very fast rate, your eyes often skip words, and your mind grasps the meaning nevertheless.

- (A) When you read at a very fast rate, your eyes often skip words, and your mind grasps the meaning nevertheless
- (B) When you read at a very fast rate, your eyes often skip words, your mind nevertheless grasps the meaning
- (C) Because you read at a very fast rate, your eyes often skip words, and your mind grasps the meaning nevertheless
- (D) When you read at a very fast rate, your eyes often skip words, but your mind grasps the meaning nevertheless
- (E) Reading at a very fast rate, words are skipped by your eyes even when your mind grasps the meaning

9. The author, guiding the reader through Emma's most intimate dreams and fantasies, accurately portraying the plight of many middle-class women in France in the 1850s.

- (A) The author, guiding the reader through Emma's most intimate dreams and fantasies, accurately
- (B) The reader is guided through Emma's most intimate dreams and fantasies by accurately
- (C) The reader, guided through Emma's most intimate dreams and fantasies by the author who is accurately

(D) The author, who guides the reader through Emma's most intimate dreams and fantasies, accurately

(E) The author guides the reader through Emma's most intimate dreams and fantasies, accurately

10. The custom of naming ships after dead war heroes has been practiced through many countries in honoring their military personnel.

(A) through many countries in honoring their

(B) through many countries to honor its

(C) in many countries; it is to honor its

(D) by many countries to honor their

(E) by many a country to honor their

11. In 2011, the cost of college tuition increased considerably, while continuing to grow in 2012.

(A) considerably, while continuing to grow

(B) considerably, and it continued to increase

(C) considerably, with continuing growth

(D) considerably, it continued growing

(E) considerably, continuing increasing

12. The Black Death of the fourteenth century, possibly the world's deadliest epidemic, whose origin is thought to be central China.

(A) The Black Death of the fourteenth century, possibly the world's deadliest epidemic, whose origin is thought to be central China

(B) The Black Death of the fourteenth century, possibly the world's deadliest epidemic, its origin is thought to be central China

(C) Possibly the world's deadliest epidemic, the origin of the Black Death of the fourteenth century is thought to be central China

(D) The origin of the Black Death of the fourteenth century, possibly the world's deadliest epidemic, is thought to be central China

(E) The fourteenth century's Black Death is thought to have its origin in central China, was possibly the world's deadliest epidemic

13. Before going on the senior class trip, a parental permission slip must be filled out for each student.

(A) a parental permission slip must be filled out for each student

(B) a student must have their parental permission slips filled out

(C) their parents must fill out a permission slip for each student

(D) a student must have a parental permission slip filled out

(E) permission for each student must be filled out by their parents

14. Residents of Chicago have just as much right to complain about the cold as the city of Minneapolis, which endures sub-freezing temperatures most of the winter.

(A) Residents of Chicago have just as much right to complain about the cold as the city of Minneapolis, a city that

(B) Residents of Chicago have just as much right to complain about the cold as residents of Minneapolis, a city that

(C) Residents of Chicago have equally the right to complain about the cold as residents of Minneapolis, a city that

(D) Residents of Chicago, having the equal right to complain about the cold as Minneapolis, a city where the population

(E) Residents of Chicago, rightfully complaining about the cold as the population of Minneapolis, a city where it

**End of Section 3.**

**Do not return to Sections 1 or 2.**

**END OF WRITING TEST.**

## Answer Key

### SECTION 1—THE ESSAY

Before scoring your essay, review the unedited text of the following six essays written by students in response to the same topic. Rate each one on a scale of 6 (high) to 1 (low), and write a comment about your impressions in the spaces provided. (Give a 0 to any essay not on the assigned topic.) Then compare your comments with those of two SAT evaluators. Finally, after rereading and scoring your own essay using the Self-Scoring Guide, find an informed and impartial reader to give your essay a second evaluation.

The original essays were written by hand, but these have been typed exactly as written.

#### Jan's Essay

Students should earn grades which reflect their achievement. There are many students who work hard, yet do not receive high grades. However, if they are unable to retain the knowledge they have been taught, then they should receive the grade they deserve. If the system were to change and every student who tried hard received a high grade, how would we differentiate between those who are truly gifted and those who merely make an effort? This is especially important in high school and college, where intelligence matters a lot. I, for one, would not want to go to a dentist or a doctor who got good grades in dental or medical school because they tried hard. I would want the best there is to take care of me.

In younger years of schooling, on the other hand, effort should be given some credit, but as junior high approaches, students should be divided by ability. This division should be made apparent within their grades.

The system of high grades for achievement should apply in every academic subject.

When electives are involved, a different process could be used. If someone is not artistic or athletic, but tries hard, they should be awarded a grade for effort.

However, their artistic and athletic classmates should be awarded a grade for ability. If we were to change this efficient system, the determination of placement of all students would be disrupted.

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

*Your impressions:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ *Score:* \_\_\_\_\_

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

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

#### Philippe's Essay

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

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

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

*Your impressions:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ *Score:* \_\_\_\_\_

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

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

#### Johnny's Essay

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

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

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

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

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

*Your impressions:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ *Score:* \_\_\_\_\_

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

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

#### Gavin’s Essay

The majority of students work their butts off in school. I believe they deserve high grades for their effort. If a student doesn’t work hard and doesn’t make an effort I believe that student deserves a low grade. If they like a certain subject they tend to make an effort and do well in the class. This type of student deserves a high grade. If the subject is disliked, the student still should strive and make an effort. They could have an attitude problem. If this student does badly, even if they try their best, I believe they deserve a high grade anyway.

If a student is behind in their educational careers, it does not make any difference. If this type of student tries hard they should receive a high grade. People who don’t work hard normally get low grades anyway. Grades are not very important for this type of student. All they want is to graduate. They don’t go to college. They are usually at the bottom of the class academically, studying is the last thing they do. If they apply for a job, their employers won’t ask to see their transcript. All they want to know about the student is if they passed and got a diploma.

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



*Your impressions:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ *Score:* \_\_\_\_\_

**Comment to Gavin:** Your essay, which focuses on the issue of grades and effort, takes into account the different needs of certain types of students. Although it's not always easy to follow your train of thought, you have clearly attempted to develop some of your ideas about grades and effort. Expression is awkward, however, and the repeated use of sentences beginning with "If" suggests a limited awareness of sentence variety. In a few places, the essay suffers from incoherence, and throughout, it demonstrates little mastery of basic English usage, especially in the proper use of pronouns.

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

#### Tad's Essay

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

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

*Your impressions:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ *Score:* \_\_\_\_\_

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

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

#### Tiffany's Essay

Karen Greene (the teacher named in the essay question) faces an atypical dilemma. So many teachers today (my mother, for example) say they are unable to choose between achievement and effort to determine their students' grades. The reason is that testing has become the main emphasis in the curriculum in many schools, making student effort irrelevant. When a student doesn't do well on tests, their grade must be low regardless of the amount of effort they make.

The current trend in education is a pursuit for high test scores. The media regularly reports reading and math test scores of students at all levels, but also history, geography, and science. When test results go up, educators, parents, and school administrators rejoice. When scores decline, it's crisis time. Teachers are called incompetent, administrators lose their jobs, state education departments threaten to close schools, and parents demand the creation of new charter schools for their children.

As evidence of importance of high scores on tests, Atlanta, Georgia is an example. After recent statewide tests the city's school superintendent, many teachers, and principals were accused of changing answers on student's multiple-choice answer sheets. The schools were under so much pressure to earn high scores that the staff resorted to cheating. They didn't care whether their students could read well or do math. Their only concern was high test scores and creating an image of a high performing school system.

While they wouldn't go as far as to support cheating, many people say that achievement should be the most important factor in evaluating education. They use

as an example a doctor who tries hard but is not skillful in the practice of medicine. Nobody would go to such a doctor. That argument has some validity, but I think that grading students should not be an either-or situation. A balance is better.

Fortunately, there are some teachers in my school who take a balanced approach to grading. On the first day my Russian History and Literature teacher explained just what is required for a grade in the mid or upper 90s. We have to go the extra mile by showing initiative beyond just doing homework, participating in class, and taking tests. We need to keep up to date on current events in Russia and view films or read extra books about Russian society and culture. Some kids say lack of time to do extra work puts them at a disadvantage and that grades should be only based on performance on tests and assignments. The teacher insists, however, that a grade should reflect the whole learning experience, not only routine work. He asserts that intelligent people have a responsibility to make a greater effort than others and often tells the class, “You can’t succeed on brains alone.”

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

*Your impressions:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Score:* \_\_\_\_\_

**Comment to Tiffany:** Your essay begins with the bold and perceptive comment that the essay question, in the context of present-day educational priorities, is flawed. You then provide compelling evidence, via an account of the recent scandal in Atlanta, to support your view that the quest for high test scores has caused a loss of perspective on what is educationally important. You also provide evidence, using the example of the incompetent physician, to illustrate the opposite—the inherent absurdity of rewarding effort alone. Having pointed out the defects of determining grades by relying solely on test scores or solely on effort, you demonstrate a high level of critical thinking by declaring that grading should not be “an either-or situation.” As you say, a “balance is better.” Indeed, by discussing both sides of the issue, your essay itself contains such a balance, supported by your essay’s last paragraph in which you offer a real-life example of your essay’s main point—that grades should be based on a variety of criteria.

Your essay is well organized. It consists of a coherent progression of thought and contains ample support of your main idea. Its diction is mostly appropriate, and its

sentence structure is sufficiently varied. Except for a few careless constructions (e.g, “As evidence of important of high scores... .”) and some grammatical flaws, the essay displays a notable degree of competency in writing.

Each reader gave the essay a score of 6, for a total score of 12.

### SELF-SCORING GUIDE

Using this guide, rate your essay in each of these six categories. Enter your scores in the spaces provided, and calculate the average of the six ratings to determine your final score. On the SAT itself, two readers will score your essay on a scale of 6 (high) to 1 (low), or zero if the essay fails to respond to the assignment. The score will be reported to you as the sum of the two ratings, from 12 (best) to 2 (worst). Because it’s difficult to read your own essay with objectivity, you might improve the validity of your score by asking an informed friend or teacher to serve as a second reader. Or better, recruit two different readers to evaluate your essay.

Remember, too, that SAT readers ordinarily evaluate essays in relation to other essays written on the same topic at the same time. Because you are judging your own essay apart from others, this guide may not yield a totally accurate prediction of the score you might earn on the exam.

### Overall Impression

6	Consistently outstanding in clarity and competence; very insightful; clearly demonstrates a command of writing skills; few, if any, errors
5	Generally effective and reasonably consistent in clarity and competence; occasional errors or lapses in quality; contains some insight
4	Adequate competence; some lapses in quality; fairly clear and with evidence of insight
3	Generally inadequate but demonstrates potential competence; contains some confusing aspects
2	Seriously limited; significant weaknesses in quality; generally unclear or incoherent
1	Demonstrates fundamental incompetence; contains serious flaws; significantly undeveloped or confusing

Score

Development of Point of View

6	Fully developed with clear, convincing, and appropriate supporting material; demonstrates high level of critical thinking
5	Generally well developed with relevant examples, reasons, and other evidence to support a main idea; demonstrates critical-thinking skills
4	Partly develops a main idea with relatively appropriate examples and reasons; shows some evidence of critical thinking
3	Weak development of main idea and little evidence of critical thinking; barely appropriate examples or other supporting material
2	Lacks a focus on a main idea; weak critical thinking; inappropriate or insufficient evidence
1	Fails to articulate a viable point of view; provides virtually no evidence of understanding the prompt

Score

### Organization of Ideas

6	Extremely well organized and focused on a main idea; supporting evidence presented in an effective, logical sequence
5	Generally well organized and reasonably focused on a main idea; mostly coherent and logical presentation of supporting material
4	Reasonably organized; shows some evidence of thoughtful sequence and progression of ideas
3	Limited organization and vague focus on main idea; contains some confusion in the sequence of ideas
2	Barely recognizable organization; little coherence; serious problems with sequence of ideas
1	No discernable organization; incoherent sequence of ideas

Score

### Language and Word Choice

6	Highly effective and skillful use of language; varied, appropriate, and accurate vocabulary
5	Demonstrates competence in use of language; appropriate and correct vocabulary
4	Adequate but inconsistent use of effective language; conventional but mostly correct use of vocabulary
3	Some minor errors in expression; generally weak or limited vocabulary; occasionally inappropriate word choice
2	Frequent errors in expression; very limited vocabulary; incorrect word choice interferes with meaning
1	Seriously deficient in use of language; meaning obscured by word choice

Score

### Sentence Structure

6	Varied and engaging sentence structure
5	Reasonably varied sentence structure
4	Some sentence variation
3	Little sentence variation; minor sentence errors
2	Frequent sentence errors
1	Severe sentence errors; meaning obscured

Score

### Grammar, Usage, and Mechanics

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

Score

For rating yourself	For a second opinion
Total of six scores _____	Total of six scores _____
Divide total by 6 to get score: _____ (A)	Divide total by 6 to get score: _____ (B)
(A) + (B) = ESSAY SUBSCORE _____ (0–12)	

## ANSWERS TO MULTIPLE-CHOICE QUESTIONS

### SECTION 2

1. C	13. C	25. A
2. D	14. B	26. B
3. C	15. D	27. D
4. E	16. E	28. B
5. E	17. B	29. E
6. A	18. D	30. C
7. A	19. B	31. E
8. D	20. B	32. B
9. C	21. B	33. A
10. D	22. C	34. A
11. B	23. B	35. D
12. C	24. E	

### SECTION 3

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



## Performance Evaluation Chart

### Self-Rating Chart

#### *Section 2*

Improving Sentences,  
questions 1–11

Number correct \_\_\_\_\_

Identifying Sentence Errors,  
questions 12–29

Number correct \_\_\_\_\_

Improving Paragraphs,  
questions 30–35

Number correct \_\_\_\_\_

#### *Section 3*

Improving Sentences,  
questions 1–14

Number correct \_\_\_\_\_

Subtotal \_\_\_\_\_ (A)

Wrong answers (Do not count unanswered questions)

#### *Section 2*

Number wrong \_\_\_\_\_

#### *Section 3*

Number wrong \_\_\_\_\_

Subtotal \_\_\_\_\_ (B)

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

\_\_\_\_\_ (C)

(A) minus (C) = \_\_\_\_\_ (D)

Round (D) to the nearest whole number for your

**MULTIPLE-CHOICE RAW SCORE**

\_\_\_\_\_

**ESSAY SUBSCORE**

\_\_\_\_\_

## Conversion Table

This table will give you an approximation of what your score would be if this practice test had been an actual SAT Writing Test. The essay counts for roughly 30 percent of the final score; the multiple-choice questions, for roughly 70 percent.

For example, if your Multiple-Choice Raw Score was 35 and your Essay Subscore was 6, the table indicates that your final score on the test would be approximately half-way between 500 and 710, or 600.

Multiple-Choice Raw Score	Essay Subscore						
	0	2	4	6	8	10	12
40–49	520–690	530–720	550–740	580–770	620–800	650–800	680–800
30–39	430–630	450–660	470–680	500–710	530–740	560–770	590–800
20–29	360–540	370–570	390–590	420–620	460–650	490–690	520–710
10–19	270–460	280–490	300–510	330–540	370–580	400–610	430–630
0–9	200–380	200–410	210–430	240–450	270–490	300–520	330–560
–12––1	200–280	200–310	200–330	200–350	240–390	270–420	300–450

## Answer Explanations

### SECTION 2—IMPROVING SENTENCES

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



#### TIP

#### Key to Levels of Difficulty

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

1. C Choice A contains a pronoun *their*, which fails to refer to any specific noun or other pronoun.

Choice B twice uses the pronoun *their*. Neither refers to any specific noun or other pronoun.

Choice C is the best answer. The pronoun its refers to tradition.

Choice D makes a noun–verb error by pairing a singular verb explores with two nouns, stories and music.

Choice E violates standard English idiom.

(See Faulty pronoun reference, and Faulty idiom.)

EASY

2. D Choices A, B, and E incorrectly shift the verb tense from the past tense to other tenses.

Choice C is in the past tense, but it also contains the clumsy and pointless phrase having turned.

Choice D is the best answer. It maintains a verb tense consistent with the rest of the sentence.

(See Shifts in verb tense.)

EASY

3. C Choice A uses the singular pronoun it to refer to the plural antecedent schedules.

Choice B uses an adjective, reckless, instead of the adverb recklessly.

Choice C is the best answer.

Choice D, like B, uses an adjective where an adverb is needed and also includes the clumsily worded construction and there is not.

Choice E is clumsily expressed and, like A, uses a singular instead of a plural pronoun.

(See Pronoun–antecedent agreement, and Faulty diction,.)

EASY

4. E Choice A contains a comma splice. It also uses the singular pronoun it to refer to the plural noun computers.

Choice B includes an awkward construction, resulting from not knowing, and uses a singular pronoun it to refer to the plural noun computers.

Choice C is excessively wordy. Also, the construction for the reason being that is not expressed in standard English.

Choice D uses the singular pronoun it to refer to the plural noun –computers

Choice E is the best answer.

(See Pronoun–antecedent agreement, and Comma splices.)

#### MEDIUM

5. E Choice A uses a plural verb, were, with a singular subject, program.

Choice B uses the objective case pronoun, them, instead of the possessive pronoun, their.

Choice C uses a plural pronoun, their, to refer to a singular noun, program. It also includes the awkward and meaningless construction, their regard as being.

Choice D includes an awkward phrase, of regarding it. The sentence also fails to say who regards the program as an important aspect of high school.

Choice E is the best answer.

(See Subject–verb agreement, and Faulty pronoun case.)

#### MEDIUM

6. A Choice A is the best answer.

Choice B uses the plural verb have changed with a singular subject, concept. Use has changed.

Choice C uses the singular verb has been with a plural subject, changes. Use have been.

Choice D uses the plural verb have undergone with a singular subject humankind. Use has undergone.

Choice E uses the plural pronoun their to refer to a singular antecedent, humankind. Use its instead of their.

(See Subject–verb agreement, and Pronoun–antecedent agreement.)

#### EASY

7. A Choice A is the best answer.

Choice B misuses the word whereas, which means in view of the fact that.

Choice C contains the singular antecedent whale that disagrees with its plural pronoun they.

Choice D contains faulty expression. It is the whale itself, not its size, that grows.

Choice E sets up a faulty cause-and-effect relationship. The size of a whale's ear is not caused by the creature's overall dimensions.

(See Faulty word choice, and Awkwardness.)

#### HARD

8. D Choice A is unsatisfactory because the pronoun they fails to refer to any specific noun or other pronoun.

Choice B is unsatisfactory because the verbs spoils and enhancing are in different tenses.

Choice C is similar to B; the tense of the two verbs should be the same.

Choice D is the best answer.

Choice E is unsatisfactory because the word order in the first clause is nonstandard.

(See Faulty pronoun reference, Shifts in verb tense, and Faulty idiom.)

#### MEDIUM

9. C Choice A is unsatisfactory because the shift in grammatical subject from passengers to searches leads to the awkward usage but there are not frequent.

Choice B contains a subordination problem. The sentence would be more effectively expressed if one clause were subordinated to the other.

Choice C is the best answer.

Choice D shifts the subject from passengers in the first clause to searching in the second clause. This shift leads to the awkward usage the searching of their bodies.

Choice E violates standard English idiom.

(See Shifts in grammatical subject, and Faulty idiom.)

#### MEDIUM

10. D Choice A illogically compares students at Campolindo High to school spirit.

Choice B uses so instead of as in making a comparison. The sentence illogically tries to compare students at Campolindo High to school spirit.

Choice C illogically compares students to school spirit.

Choice D is the best answer.

Choice E uses a singular pronoun that to refer to the plural noun students.

(See Faulty comparisons, and Pronoun-antecedent agreement.)

HARD

11. B Choice A violates the parallelism of the series of phrases.

Choice B is the best answer. It expresses the third item in the list of home furnishings as a noun phrase parallel in form to a pottery kiln and high-tech stainless steel appliances.

Choice C, by inverting the usual word order, is awkwardly expressed.

Choices D and E violate the parallelism of the series of phrases.

(See Faulty parallelism, and Awkwardness.)

HARD

## **SECTION 2—IDENTIFYING SENTENCE ERRORS**

12. C Faulty verb tense. The present tense should not be used to describe an event that took place in the past. Use decided.

EASY

13. C Faulty comparison. When using more in making a comparison, use the positive form of the adjective as in more happy.

MEDIUM

14. B Subject-verb agreement. The plural noun dilemmas requires a plural verb. Use are.

EASY

15. D Faulty diction. When referring to a person, use the pronoun who rather than which.

MEDIUM

16. E No error.

EASY

17. B Wordiness. Use either once more or again, but not both, because they are redundant.

HARD

18. D Faulty verb tense. The past perfect tense should be used to express action completed prior to some other event or action. Use had preferred instead of will prefer.

HARD

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

HARD

20. B Faulty parallelism. Verbs in a series should be in parallel form. Use represents.

EASY

21. B Noun–verb agreement. The plural noun Many requires a plural verb. Use have opposed instead of has opposed.

MEDIUM

22. C Faulty parallelism. Verbs in a series should be in parallel form. Use gives them or an equivalent verb in the present tense.

MEDIUM

23. B Noun–verb agreement. The singular noun examination requires a singular verb. Use does instead of do.

HARD

24. E No error.

EASY

25. A Faulty verb tense. Use has been (present perfect) to refer to action that occurred in the past and is still in progress.

HARD

26. B Faulty idiom. In standard English usage, the idiom is significant to. Use to in place of for.

HARD

27. D Faulty comparison. A double comparison is created by adding –er to the adjective. Use larger instead of largest.

MEDIUM

28. B Faulty pronoun case. Pronouns in a phrase beginning with a preposition (between) must be in the objective case. Use me instead of I.

MEDIUM

29. E No error.

HARD

## SECTION 2—IMPROVING PARAGRAPHS

30. C The writer has used “having learned,” a form of the verb used to express action completed before another action. (For example, Having learned about the impending hurricane, the residents evacuated their homes.) In sentence 1, however, the writer intended to say that all students of American history have learned and continue to learn about the building of the transcontinental railroad. Therefore, a different form of the verb is a better choice.

Choice A is an unsatisfactory answer because the sentence uses an incorrect verb form.

Choice B suggests that sentence 2 would serve as a better opening sentence of the essay. But because sentence 1 is more general, it is a more effective introduction.

Choice C is the best answer.

Choice D alters the intended meaning by improperly placing the focus of the sentence on students who studied American history long ago.

Choice E improperly deletes the comma and adds needless words to the sentence.

HARD

31. E Although sentences 4 and 5 are grammatical, they are wordy. The phrase “accomplishing this great feat of engineering” needlessly echoes the idea expressed by “great physical achievement.” By combining the sentences, one of the repetitive phrases can be eliminated, thereby making the sentence more concise.

Choice A contains a comma splice. Two independent sentences may not be joined by a comma. Either a semicolon or a period and capital letter should be used.

Choice B is unsatisfactory because it eliminates one of the essay’s important ideas—that the railroad was a technological marvel.

Choices C and D are unsatisfactory not only because they add irrelevant ideas to the essay, but they also create irrelevant links between the exploitation of the workers and other matters.



Choice E is the best answer. It reduces the number of words, eliminates the repetition, and adds interest to the sentence by alluding to the fascinating contrast between the colossal achievement of building the railroad and its horrendous cost.

HARD

32. B Although sentences 8 and 9 are grammatically correct, to develop the essay more fully and to improve its coherence the relationship between the two sentences should be tighter. A transitional word or phrase is needed to explain the reason for unsafe conditions.

Choices A and C are common and often useful transitions, but neither is appropriate in this context.

Choice B is the best answer. It provides an idea that clearly links the information contained in the two sentences.

Choice D introduces an awkwardly expressed idea suggesting improperly that only the Chinese workers were exploited.

Choice E not only creates repetition but it mars the essay's objectivity.

Whether a piece of evidence is good should be left for the reader to decide. Writers shouldn't editorialize on the quality of their examples.

HARD

33. A Good writers take pains to write specifically. The vagueness of the phrase "unsafe and cost lives" in sentence 9 might well leave readers wondering about what perils of railroad work the writer had in mind.

Choice A is the best answer. Along with sentence 11, it vividly details one of the perils faced by workers on the railroad.

Choice B overstates the function of sentence 10 because the writer offers no real "proof" that the methods were unsafe.

Choices C, D, and E fail to describe accurately how sentence 10 supports or develops sentence 9.

MEDIUM

34. A The short last paragraph of the essay lacks a main idea. The two sentences contained in the paragraph refer to two different matters: (1) the government's role in paying for the railroad's construction, and (2) the character of the men who ran

the operation. What the paragraph needs is a topic sentence that somehow unifies these disparate concerns.

Choice A is the best answer. It provides a reason for the government's financial participation in the project, and it alludes to the fact that the railroad's construction was basically a private enterprise.

Choice B is an unsatisfactory topic sentence for this paragraph. It is better suited for a paragraph on the debt incurred by the government to pay for the railroad.

Choices C, D, and E refer to matters related to the building of the railroad, but none of them focuses directly on the contents of sentences 13 and 14.

HARD

35. D Sentence 14 leaves the reader hanging. It asserts that greed drove the businessmen to engage in fraud but provides none of the gory details. To be convincing, the paragraph needs to be developed with specific evidence and examples.

Choices A, B, and E are related to the topic of the entire essay but have nothing to do with the issues raised in the last paragraph.

Choice C may be a tempting answer because it suggests vaguely that the men condoned shoddy construction methods in order to save money, but that is a detail better left for later in the paragraph. First, the paragraph should focus more generally on the men's unethical business dealings.

Choice D is the best answer. It correctly describes the material that should follow sentence 14.

HARD

### **SECTION 3—IMPROVING SENTENCES**

1. D Choice A is unsatisfactory because it joins two independent clauses with a comma. Therefore, it is a comma splice.

Choice B is a sentence fragment. It has a subject, letters, but it lacks a verb.

Choice C is written in the passive voice and also contains a comma splice.

Choice D is the best answer.

Choice E contains two clauses with no grammatical relation to each other.

(See Comma splices, Sentence fragments, and Mismatched sentence parts.)

## MEDIUM

2. A Choice A is the best answer.

Choice B contains a misplaced modifier. Both should modify reputation and performance instead of diminished.

Choice C is wordy. The word both and the phrase as well as are redundant.

Choice D contains the pronoun its, which refers ambiguously to both faculty and school.

Choice E contains a problem in subordination. The sentence would be more effectively expressed if one clause were subordinated to the other.

(See Faulty parallelism, Wordiness, Faulty pronoun reference, and Faulty coordination.)

## EASY

3. A Choice A is the best answer.

Choice B contains the awkwardly worded construction Although its being.

Choice C creates a sentence containing a comma splice.

Choice D includes because, an illogical word choice in the context of the sentence.

Choice E contains a faulty modifier; the phrase that begins Calling it lacks an appropriate noun or pronoun to modify.

(See Comma splices, and Misplaced modifiers.)

## MEDIUM

4. E Choice A contains a pronoun, it, that lacks a reference to a specific noun or other pronoun.

Choice B shifts the verb from the present to the past perfect tense.

Choice C is excessively wordy.

Choice D contains an error in idiom. In context, satisfaction out of sports is nonstandard English. Use satisfaction in.

Choice E is the best answer.

(See Faulty pronoun reference, and Faulty idiom.)

## HARD

5. B Choice A violates the parallelism of a series. The first two accusations are stated as nouns—cowardice and desertion. The third should also be stated as a noun.

Choice B is the best answer.

Choice C violates the parallelism of a series. See A.

Choice D violates the parallelism of a series. See A.

Choice E violates the parallelism of a series. See A.

(See Faulty parallelism.)

MEDIUM

6. D Choice A incorrectly switches the grammatical subject from cell phones to they.

Choice B uses a pronoun, their, that fails to refer to a specific noun or other pronoun.

Choice C uses a pronoun, they, that fails to refer to a specific noun or other pronoun.

Choice D is the best answer.

Choice E incorrectly switches the grammatical subject from cell phones to they.

(See Shifts in grammatical subject, and Faulty pronoun reference.)

MEDIUM

7. C Choice A uses an awkward phrase, this explaining.

Choice B is a comma splice.

Choice C is the best answer.

Choice D contains a sentence fragment.

Choice E contains a nonsensical construction: The subject restaurants is unrelated to the verb explains.

(See Awkwardness, Comma splices, Sentence fragments,, and Mismatched sentence parts.)

MEDIUM

8. D Choice A, although grammatically correct, ineffectively uses the conjunction and to link its two independent clauses.

Choice B contains a comma splice.

Choice C illogically uses the conjunction and to link its two independent clauses.

Choice D is the best answer. The conjunction but effectively sets up a contrast between the sentence's two independent clauses.

Choice E contains a dangling modifier; the clause that begins Reading at should modify your eyes or your mind instead of words.

(See Faulty coordination, Comma splices, and Dangling modifiers.)

#### HARD

9. E Choice A is a sentence fragment; it lacks a main verb to go with author, the grammatical subject. The -ing form of a verb (e.g., portraying) cannot serve as the main verb without a helping verb, as in is portraying or had been portraying.

Choice B contains mismatched sentence parts. It is the author, not the reader, who portrays the plight of women.

Choice C is a sentence fragment; it lacks a main verb to go with reader, the grammatical subject. See A.

Choice D is a sentence fragment; it lacks a main verb to go with author, the grammatical subject.

Choice E is the best answer.

(See Sentence fragments, and Misplaced modifiers.)

#### MEDIUM

10. D Choice A contains an error in English idiom. In context the phrase through many countries is nonstandard.

Choice B uses the singular pronoun its to refer to the plural noun countries.

Choice C uses the singular pronoun its to refer to the plural noun countries.

Choice D is the best choice.

Choice E contains the plural pronoun their to refer to the singular noun country.

(See Awkwardness, and Pronoun-antecedent agreement.)

#### MEDIUM

11. B Choice A contains a confusing sequence. The use of while suggests that 2011 and 2012 occurred at the same time.

Choice B is the best answer.

Choice C contains with continuing growth, a construction grammatically unrelated to the main clause of the sentence.

Choice D contains a comma splice.

Choice E is expressed in awkward, nonstandard language.

(See Faulty subordination, Mismatched sentence parts, and Comma splices.)

HARD

12. D Choice A is a sentence fragment. Its grammatical subject, The Black Death, lacks a verb.

Choice B contains a clause (its origin is thought ...) that is grammatically unrelated to the previous part of the sentence.

Choice C contains a misplaced modifier. The phrase beginning Possibly the world's should modify Black Death instead of origin.

Choice D is the best answer.

Choice E contains was possibly the world's ..., a construction grammatically unrelated to the rest of the sentence.

(See Sentence fragments, Comma splices, Misplaced modifiers, and Mixed construction.)

MEDIUM

13. D Choice A contains a dangling modifier; the clause that begins Before going should modify student instead of parental permission slip.

Choice B uses a plural pronoun, their, to refer to a singular antecedent, student.

Choice C uses a pronoun, their, that lacks a specific reference to a noun or other pronoun.

Choice D is the best answer.

Choice E contains a dangling modifier; the clause that begins Before going should modify student instead of permission.

(See Dangling modifiers, and Faulty pronoun reference.)

HARD

14. B Choice A illogically compares residents of Chicago to the city of Minneapolis.

Choice B is the best answer.

Choice C correctly makes the intended comparison but includes a clumsy construction, have equally the right.

Choice D illogically compares residents of Chicago to the city of Minneapolis.

Choice E is a sentence fragment.

(See Faulty comparisons, and Sentence fragments.)

HARD