SAT Crash Course

Reading, Writing and Language Information and Practice

**1. Understanding the Section Directions**

**Reading Test**

**65 Minutes, 52 Questions**

**Turn to Section 1 of your answer sheet to answer the questions in this section.\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

**2. Reading Test Basic Information**

**Reading Test Questions Format**

* Questions will follow a ‘natural order’
  + Main idea and point of view questions will come early in a passage sequence.
  + Questions about parts of the passage come later.
  + Informational Graphic Questions or questions Linking passages will be at the end.
* Wording of questions can be challenging but remember there is only ONE correct answer
  + It asks question like:
    - Which of the following gives the *best support*?
    - The author would *most likely* agree with which of the following statements?
    - The first paragraph *primarily* serves to:
    - In line 20, ‘dark’ *most nearly* means:
  + Don’t guess randomly! This wording can make you waver but find a way to eliminate incorrect answers and find the one unambiguous answer.
* Three Main Types of Questions
  + Information and Ideas
    - Interpret meaning, located stated information, make inferences, apply what you read, identify central ideas/ themes, summarize information, and understand relationships.
  + Rhetoric
    - How author puts together a text & how various processes contribute to the whole text/ the purpose of the parts, author’s word choice, identify point of view/ claims, reasons, evidence. Stylistic and persuasive devices. A focus on the author’s craft.
  + Synthesis
    - Only accompanies certain passages and asks the reader to draw connections between pairs of passages (ex: compare and contrast), and to analyze informational graphs.
* You need to be able to identify both what is STATED and what is IMPLIED.
* What’s the difference?

**3. Practice**

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| … The North Carolina ratification convention: “No one need be afraid that officers who commit oppression will pass with immunity.” **“Prosecutions of impeachments will seldom fail to agitate the passions of the whole community,” said Hamilton in the *Federalist Papers*, number 65. “We divide into parties more or less friendly or inimical to the accused.” I do not mean political parties in that sense.**  The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term “high crime[s] and misdemeanors.” Of the impeachment process, it was Woodrow Wilson who said that “Nothing short of the grossest offenses against the plain law of the land will suffice to give them speed and effectiveness. Indignation so great as to overgrow party interest may secure a conviction; but nothing else can.” […]  Adapted from a speech delivered by Congresswoman Barbara Jordan of Texas on July 25, 1974, as a member of the Judiciary Committee of the United States House of Representatives. | **Command of Evidence Question:**  In lines 46-50 (“Prosecutions … sense”), what is the most likely reason Jordan draws a distinction between two types of “parties”?  A) To counter the suggestion that impeachment is or should be about partisan politics.  B) To disagree with Hamilton’s claim that impeachment proceedings excite passions.  C) To contend that Hamilton was too timid in his support for the concept of impeachment  D) To argue that impeachment cases are decided more on the basis of politics than on justice.  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**1. Understanding the Section Directions**

**Writing and Language Test**

**35 Minutes, 44 Questions**

**Turn to Section 2 of your answer sheet to answer the questions in this section.\_\_\_\_\_\_\_\_\_\_\_\_**

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

**2. Writing & Language Test Basic Information**

**Writing and Language Test Format**

* **Purpose of Format**: Questions reflect the decisions that writers and editors make while revising and editing. Adding transitions, clarifications, strengthening arguments, etc.
* How passages will look
  + Questions are “anchored” to a location in the passage by the box question number in a passage and underlining.
  + Some questions with underlining will not include directions. Assume that you must pick the answer that is the most effective or correct grammatically.
  + Some questions will ask you to apply your understanding of the entire passage.
  + You need to consider the CONTEXT of the whole passage for questions.
* Question order and format
  + Sequenced in order of appearance. Questions on paragraph 1 are 1st, questions on paragraph 2 are 2nd, etc. Whole passage question will come last in a set.
* Question Categories
  + Expression of Ideas
    - Focus on improving the passage by editing or maintaining in 3 categories: Development, Organization, and Effective Language Use
      * Examples of what the questions will ask you to do include:
        + Add or revise a thesis statement or topic sentence
        + How does the author back up their thesis with evidence, examples, and supporting detail
        + What information is irrelevant or insufficiently connected to the thesis? What should be added or eliminated?
        + Interpret data displayed in graphs and establish a meaningful connection between graphics and the passage.
        + The best placement of a sentence in a passage, etc…

Be careful for words or phrases such as “for instance,” “however,” and “thus” – these words link information and ideas in a passage for organization questions.

* + Standard English Conventions
    - Focus on improving the passage by editing or maintaining in 3 categories: Sentence Structure, Conventions of Usage, & Conventions of Punctuations.
      * See Khan for lots of practice on this sections

**3. Practice**

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| 1. **Life in Traffic**   A subway system is expanded to provide service to a growing suburb. A bike-sharing program is adopted to encourage non-motorized transportation. 1 To alleviate rush hour traffic jams in a congested downtown area, stoplight timing is coordinated. When any one of these change 2. occur, it is likely the result of careful analysis conducted by transportation planners.  The work of transportation planners generally includes evaluating current transportation needs, | 1. Which choice best maintains the sentence pattern already established in the paragraph?  A) NO CHANGE  B) Coordinating stoplight timing can help alleviate rush hour traffic jams in a congested downtown area.  C) Stoplight timing is coordinated to alleviate rush hour traffic jams in a congested downtown area.  D. In a congested downtown area, stoplight timing is coordinated to alleviate rush hour traffic jams.  2.  A) NO CHANGE  B) occur, they are  C) occurs, they are  D) occurs, it is  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Reading Test Passage Example:**

History/Social Studies Passage: Lower Test Complexity

The following passage on commuting is of lower complexity, although some aspects of the passage are more challenging than others (as is generally true of the published materials you read). This passage is accompanied by a graphic.

*This passage is adapted from Richard Florida, The Great Reset.*

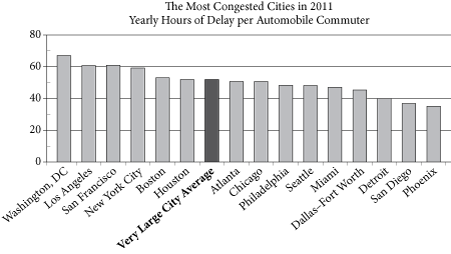
In today’s idea-driven economy, the cost of time is what really matters. With the constant pressure to innovate, it makes little sense to waste countless collective hours commuting. So, the most efficient and productive regions are those in which people are thinking and working—not sitting in traffic.

The auto-dependent transportation system has reached its limit in most major cities and megaregions. Commuting by car is among the least efficient of all our activities—not to mention among the least enjoyable, according to detailed research by the Nobel Prize–winning economist Daniel Kahneman and his colleagues. Though one might think that the economic crisis beginning in 2007 would have reduced traffic (high unemployment means fewer workers traveling to and from work), the opposite has been true. Average commutes have lengthened, and congestion has gotten worse, if anything. The average commute rose in 2008 to 25.5 minutes, “erasing years of decreases to stand at the level of 2000, as people had to leave home earlier in the morning to pick up friends for their ride to work or to catch a bus or subway train,” according to the U.S. Census Bureau, which collects the figures. And those are average figures. Commutes are far longer in the big West Coast cities of Los Angeles and San Francisco and the East Coast cities of New York, Philadelphia, Baltimore, and Washington, D.C. In many of these cities, gridlock has become the norm, not just at rush hour but all day, every day.

The costs are astounding. In Los Angeles, congestion eats up more than 485 million working hours a year; that’s seventy hours, or nearly two weeks, of full-time work per commuter. In D.C., the time cost of congestion is sixty-two hours per worker per year. In New York it’s forty-four hours. Average it out, and the time cost across America’s thirteen biggest city-regions is fifty-one hours per worker per year. Across the country, commuting wastes 4.2 billion hours of work time annually—nearly a full workweek for every commuter. The overall cost to the U.S. economy is nearly $90 billion when lost productivity and wasted fuel are taken into account. At the Martin Prosperity Institute, we calculate that every minute shaved off America’s commuting time is worth $19.5 billion in value added to the economy. The numbers add up fast: five minutes is worth $97.7 billion; ten minutes, $195 billion; fifteen minutes, $292 billion.

It’s ironic that so many people still believe the main remedy for traffic congestion is to build more roads and highways, which of course only makes the problem worse. New roads generate higher levels of “induced traffic,” that is, new roads just invite drivers to drive more and lure people who take mass transit back to their cars. Eventually, we end up with more clogged roads rather than a long-term improvement in traffic flow.

The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.



Adapted from Adam Werbach, “The American Commuter Spends 38 Hours a Year Stuck in Traffic.” ©2013 by The Atlantic.

**Writing and Language Test Passage Example**

**Careers Passage with Graphic**

**Questions 1-11 are based on the following passage and supplementary material.**

**A Life in Traffic**

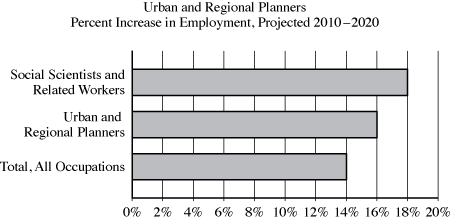
A subway system is expanded to provide service to a growing suburb. A bike-sharing program is adopted to encourage nonmotorized transportation. 1 To alleviate rush hour traffic jams in a congested downtown area, stoplight timing is coordinated. When any one of these changes 2 occur, it is likely the result of careful analysis conducted by transportation planners.

The work of transportation planners generally includes evaluating current transportation needs, assessing the effectiveness of existing facilities, and improving those facilities or3 they design new ones. Most transportation planners work in or near cities, 4 but some are employed in rural areas. Say, for example, a large factory is built on the outskirts of a small town. Traffic to and from that location would increase at the beginning and end of work shifts. The transportation 5 planner’s job, might involve conducting a traffic count to determine the daily number of vehicles traveling on the road to the new factory. If analysis of the traffic count indicates that there is more traffic than the 6 current road as it is designed at this time can efficiently accommodate, the transportation planner might recommend widening the road to add another lane.

Transportation planners work closely with a number of community stakeholders, such as government officials and other interested organizations and individuals. 7 Next,representatives from the local public health department might provide input in designing a network of trails and sidewalks to encourage people to walk more. 8 According to the American Heart Association, walking provides numerous benefits related to health and well-being. Members of the Chamber of Commerce might share suggestions about designing transportation and parking facilities to support local businesses.

9 People who pursue careers in transportation planning have a wide variety of educational backgrounds. A two-year degree in transportation technology may be sufficient for some entry-level jobs in the field. Most jobs, however, require at least a bachelor’s degree; majors of transportation planners are 10 varied, including fields such as urban studies, civil engineering, geography, or transportation and logistics management. For many positions in the field, a master’s degree is required.

Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, 11 projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.



Adapted from *United States Bureau of Labor Statistics, Employment Projections Program.*"All Occpuations" includes all occupations in the United States economy.