



Chapter 1

Introduction to the Redesigned SAT

1.1 A glimpse of the Writing and Language Test

The redesigned SAT will make its debut in March, 2016. It is divided into four segments: a Reading Test, a Writing and Language Test, a Math Test, and an Essay direct-writing task, which is optional. This book primarily aims to help students, who plan to take the new SAT, prepare for the Writing and Language Test.

So what will the Writing and Language Test look like?

Format: 4 passages

Unlike the writing section of the current SAT, which has only one passage, the redesigned SAT will have four. All the questions will come from the passages. Not a

single question will be in the form of stand-alone sentences without any context. The passages, ranging from 400 to 450 words in length, bear a striking resemblance to the four-or-five paragraph essays that students have read at school.

Questions: 44 multiple-choice

The Writing and Language Test is comprised of 44 multiple-choice questions, with 11 questions deriving from 1 passage on average. Of the 44 questions, 24 will be expression of ideas questions and 20 standard English conventions questions. Each question will have only 4 choices.

Time: 35 minutes

The allotted time for the Writing and Language Test is 35 minutes, which means that test-takers will have to finish attacking one passage within less than 9 minutes.

Grammar Changes

Grammar questions will make up only a fragment of the overall score on the 200 to 800 scale for Reading and Writing. However, it by no means indicates that grammar will pale into insignificance on the redesigned SAT. A fairly good knowledge of grammar is an absolute must for all students who aspire to give an excellent account of themselves in the test. The vast majority of the same grammar concepts will still be tested on the Writing and Language Test. There is not much alteration to speak of as far as grammar concepts are concerned.

Graphics

Among the 4 passages on the Writing and Language Test, at the very least one of them will contain a graph, picture, or table closely related to the text. Students will be asked to demonstrate their understanding of the relationship between the graphic and the passage.

Vocabulary

There will be 8 vocabulary questions on the Writing and Language Test. Students will be required to single out the words that best convey the author's attitude or claim.

Types of Passages

There will be 4 passages on the Writing and Language Test as mentioned above. To be exact, the 4 passages fall into three categories: career passages, social studies passages, and humanities passages. Career passages normally cope with new tendencies and discussions in principal realms of employment. Social studies passages center on characters, campaigns, or historical occurrences coupled with topics in social sciences. Humanities passages tackle topics in arts and letters, namely figures and trends in music, dance, poetry, prose, and fine art. Science passages scrutinize thoughts, innovations, and findings in natural sciences, such as chemistry, physics, biology, and earth science.

Often-tested Grammar Concepts

Usages: pronouns, possessives vs. contractions, pronoun-antecedent agreement, subject-verb agreement, noun agreement, commonly-confused words, comparisons, idioms.

Sentence structure: coordination and subordination, run-ons and fragments, modifiers, verb tenses, voice, mood.

Punctuation: commas, colons, semicolons, dashes, parenthetical elements, unnecessary punctuation.

1.2 A full-length Writing and Language Test

Time: 35 minutes

44 Questions

Directions

In the following passages, certain words and phrases are underlined and numbered. Beside the passage are alternatives for each underlined part. Select the one that best conveys the idea, makes the grammatically perfect sentence, or is the most conforming with the style and tone of the passage. If you deem the original to be the best, select NO CHANGE.

Questions 1—11 are based on the following passage.

The fossil remains of the first flying vertebrates, the pterosaurs, have intrigued paleontologists for more than two centuries. How such large creatures, which weighed in some cases as much as a piloted hang-glider and had wingspans from 8 to 12 meters, solved the problems of powered flight, and exactly **1** were these creatures — reptiles or birds — are among the questions scientists have puzzled over. Perhaps **2** the lesser controversial assertion about the pterosaurs is that they were reptiles. Their skulls, pelvises, and hind feet are reptilian. **3** The anatomy of their wings suggesting that they did not evolve into the class of birds. In pterosaurs a greatly elongated fourth finger of each forelimb supported a wing-like membrane. The other fingers were short and reptilian, with sharp claws. In birds the second finger is the principal strut of the wing, which consists primarily of feathers. If the pterosaurs walked on all fours, the three short fingers may **4** have been employing to grasp. When a pterosaur walked or **5** remained stationery, the fourth finger, and with it the wing, could only turn upward in

an extended inverted V-shape along each side of the animal's body.

The pterosaurs resembled both birds and bats in their overall structure and proportions.

This is not surprising because the design of any flying vertebrate **6** is subjected to aerodynamic constraints. Both the pterosaurs and the birds have hollow bones, **7** which features a representation of savings in weight. In the birds, however, these bones are reinforced more massively by internal struts. **8** Although scales typically covering reptiles, the pterosaurs probably had hairy coats. T. H. Huxley reasoned that flying vertebrates must have been warm-blooded because flying implies a high rate of metabolism, which in turn implies a high internal temperature. Huxley speculated that a coat of hair would insulate against loss of body heat and might streamline the body to reduce drag in flight. The recent discovery of a pterosaur specimen covered in long, dense, and relatively thick hair-like fossil material was the first clear evidence **9** which he was correct in his reasoning.

Efforts to explain how the pterosaurs became air-borne have led to suggestions that they launched themselves by jumping from cliffs, by dropping from trees, or even by rising into light winds from the crests of waves. Each hypothesis has its difficulties. The first wrongly assumes that the pterosaurs' hind feet resembled a bat's and could serve as hooks **10** by which the animal could hang in preparation for flight. The second hypothesis seems unlikely because large pterosaurs could not have landed in trees without damaging their wings. The third calls for high waves to channel updrafts. The wind that made such waves however, might have been **11** too strong for the pterosaurs to control their flight once airborne.

QUESTION 1

- A. NO CHANGE
- B. these creatures
- C. what these creatures were

- D. these were creatures

QUESTION 2

- A. NO CHANGE
- B. less
- C. the least
- D. little

QUESTION 3

- A. NO CHANGE
- B. Their wings are anatomized, suggest
- C. The anatomy of their wings suggests
- D. Their wings are anatomized, suggesting

QUESTION 4

- A. NO CHANGE
- B. have been employed for grasping
- C. be employed to grasp
- D. be employing to grasp

QUESTION 5

- A. NO CHANGE
- B. remained stationary
- C. remained to be stationed
- D. remained a station

QUESTION 6

- A. NO CHANGE
- B. subjects

- C. is subjecting to
- D. is subject to

QUESTION 7

- A. NO CHANGE
- B. , it is a feature that represents weight savings
- C. a feature representing weight savings
- D. , a feature that represents a savings in weight

QUESTION 8

- A. NO CHANGE
- B. Although scales typically cover reptiles ,
- C. Scales typically cover reptiles ,
- D. While scales typically cover reptiles , but

QUESTION 9

- A. NO CHANGE
- B. that reasoning was correct
- C. that his reasoning was correct
- D. that of the correctness in his reasoning

QUESTION 10

- A. NO CHANGE
- B. which the animal could hang to prepare to fly
- C. used by the animal hanging in preparation for flight
- D. the animal could hang by preparing itself to fly

QUESTION 11

- A. NO CHANGE
- B. too strongly for the pterosaurs to be controlled
- C. so strong for the pterosaurs that control
- D. strong enough for the pterosaurs in controlling

Questions 12—22 are based on the following passage.

Although the Temperance cause has been in progress for near twenty years, it is apparent to all, that it is, just now, **12** being crowned with a degree of success, hitherto unparalleled.

The list of its friends is daily swelled by the additions of fifties, of hundreds, and of thousands. The cause itself seems suddenly transformed from a cold abstract theory, to a living, **13** breather, active, and powerful chieftain, going forth “conquering and to conquer”. The citadels of his great adversary are daily being stormed and dismantled; his temple and his altars, where the rites of his idolatrous worship have long been performed, and **14** where human sacrifices won’ t have been made long, are daily desecrated and deserted. The trump of the conqueror’ s fame is sounding from hill to hill, from sea to sea, and from land to land, and calling millions to his standard at a blast.

15 This is a new and splendid success, we heartily rejoice. **16** That success is so much greater now than heretofore, is doubtless owing to rational causes; and if we would have it continue, we shall do well to inquire what those causes are. The warfare heretofore **17** waged against the demon Intemperance, has, somehow or other, been erroneous. Either the champions engaged, **18** or they have adopted tactics not been the most proper. These champions for the most part have been preachers, lawyers, and hired agents. Between these and the mass of mankind, **19** there wants an approachability, if the term be admissible, partially, at least, fatal to their success. They are supposed to have no sympathy of feeling or interest, with those very persons

whom it is their object to convince and persuade.

And again, it is so common and so easy to ascribe motives **20** for men of these classes, other than those they profess to act upon. The preacher, it is said, **21** advocating temperance for his fanaticism, and desires a union of the Church and State; the lawyer, from his pride and vanity of hearing himself speak; and the hired agent, for his salary. But when one, who has long been known as a victim of intemperance bursts the fetters that have bound him, and appears before his neighbors “clothed, and in his right mind”, a redeemed specimen of long-lost humanity, and stands up with tears of joy trembling in his eyes, to tell of the miseries once endured, now to be endured no more forever; **22** the once naked and starving children of his, now clad and fed comfortably; of a wife long weighed down with woe, weeping, and a broken heart, now restored to health, happiness, and a renewed affection; and how easily it is all done, once it is resolved to be done; how simple his language, there is a logic, and an eloquence in it, that few, with human feelings, can resist.

QUESTION 12

- A. NO CHANGE
- B. crowning a degree of success
- C. crowned to a successful degree
- D. to be crowned to a successful degree

QUESTION 13

- A. NO CHANGE
- B. breath
- C. breathe
- D. breathing

QUESTION 14

- A. NO CHANGE

- B. that human sacrifices to be made won' t have been long
- C. where human sacrifices have long been wont to be made
- D. will not have made human sacrifices long

QUESTION 15

- A. NO CHANGE
- B. For this new and splendid success, we heartily rejoice
- C. For this new and splendid success, we rejoice hearty
- D. This being a new and splendid success, we rejoice hearty

QUESTION 16

- A. NO CHANGE
- B. That that success is so much greater now as
- C. That success is so much as great now as
- D. That that success is so much greater now than

QUESTION 17

- A. NO CHANGE
- B. wages against the demon Intemperance have
- C. wage against the demon Intemperance has
- D. waging against the demon Intemperance has

QUESTION 18

- A. NO CHANGE
- B. nor the tactics they adopted have
- C. or the tactic they have adopted
- D. or the tactics they adopted have

QUESTION 19

- A. NO CHANGE
- B. there is a want of approachability
- C. approachability wanted
- D. wanting approachability

QUESTION 20

- A. NO CHANGE
- B. against
- C. to
- D. over

QUESTION 21

- A. NO CHANGE
- B. an advocate of temperance for his fanaticism
- C. advocates temperance because he is a fanatic
- D. advocating temperance because he is a fanatic

QUESTION 22

- A. NO CHANGE
- B. his children were once naked and starving
- C. of his once naked and starving children
- D. his children once naked and starving

Questions 23—33 are based on the following passage.

Between the eighth and eleventh centuries A. D. , the Byzantine Empire staged an almost unparalleled economic and cultural revival , **23** a recovery all the more striking for it followed a long period of severe internal decline. By the early eighth century , the

empire had lost roughly two-thirds of the territory it had possessed in the year 600, and its remaining area was being raided by Arabs and Bulgarians, who at times threatened **24** to have taken Constantinople and extinguished the empire altogether. The wealth of the state and **25** its subjects was greatly diminished; as artistic and literary production had virtually ceased. By the early eleventh century, however, the empire had regained almost half of **26** he possessions which it had lost; its new frontiers were secure, and its influence extended far beyond its borders. The economy had recovered, the treasury was full, and art and scholarship had advanced.

To consider the Byzantine military, cultural, and economic advances **27** as differentiated aspects of a single phenomena is reasonable. After all, these three forms of progress have gone together in a number of states and civilizations. Rome under Augustus and fifth-century Athens provide the most obvious examples in antiquity. **28** Moreover, an examination of the apparent sequential connections among military, economic, and cultural forms of progress might help explain the dynamics of historical change.

The common explanation of these apparent connections in the case of Byzantium would run like this **29** ; when the empire had turned back enemy raids on its own territory and had begun to raid and conquer enemy territory, Byzantine resources naturally expanded and more money became available to patronize art and literature. Therefore, Byzantine military achievements led to economic advances **30** in return leading to the revival of culture.

No doubt this hypothetical pattern did apply at times during the course of the recovery. Yet it is not clear that military advances invariably came first, economic advances second, and intellectual advances third. In the 860's the Byzantine Empire began to recover from Arab incursions **31** to the effect that by 872 the military balance with the Abbasid Caliphate had been permanently altered in the empire's favor. The beginning of the empire's economic revival, however, can be placed between 810 and 830. Finally, the Byzantine revival of learning appears to have begun even earlier. A

number of notable scholars and writers appeared by 788 and, by the last decade of the eighth century, a cultural revival was in full bloom, a revival that lasted until the fall of Constantinople in 1453. Thus the **32** commonly expected order of military revival to be followed by economic and then by cultural recovery was reversed in Byzantium. In fact, the revival of Byzantine learning **33** may itself be influenced the subsequent economic and military expansion.

QUESTION 23

- A. NO CHANGE
- B. that is a recovery which is the more striking since all
- C. a recovery the more striking as it all
- D. a recovery that is all the more striking because

QUESTION 24

- A. NO CHANGE
- B. to take Constantinople and extinguish
- C. taking Constantinople and extinguishing
- D. to take Constantinople and extinguishing

QUESTION 25

- A. NO CHANGE
- B. its subjects were greatly diminished, for
- C. its subjects was greatly diminished, and
- D. its subjects were greatly diminished, or

QUESTION 26

- A. NO CHANGE
- B. its possessions to be lost
- C. it has lost possessions

- D. its lost possessions

QUESTION 27

- A. NO CHANGE
- B. differentiated aspects of a single phenomenon is
- C. differentiated aspects of a single phenomena to be
- D. as differentiated aspects of a single phenomenon is

QUESTION 28

- A. NO CHANGE
- B. Forthwith
- C. Incidentally
- D. Vicariously

QUESTION 29

- A. NO CHANGE
- B. ; when the empire had turned
- C. , when the empire turned its
- D. : when the empire had turned its

QUESTION 30

- A. NO CHANGE
- B. that in return led to cultural survival
- C. , which in turn leading to the revival of culture
- D. , which in turn led to cultural revival

QUESTION 31

- A. NO CHANGE
- B. such that

- C. so that
- D. for fear that

QUESTION 32

- A. NO CHANGE
- B. common expectation of order in which military revival follows
- C. commonly expected order of military revival followed
- D. common expectation of order in following military revival

QUESTION 33

- A. NO CHANGE
- B. maybe itself has influence
- C. itself may have influence
- D. may itself have influenced

Questions 34—44 are based on the following passage.

How many really suffer as a result of **34** labor market problems, posing one of the most critical yet contentious policy questions to society. In many ways, our social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today **35** that it had in the 1930's when most of the unemployed were primary breadwinners, when income and earnings were usually much closer to the margin of subsistence, and **36** without countervailing social programs for those failures in the labor market. Increasing affluence, **37** the rising in the number of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably **38** instigated the consequences of joblessness. Earnings and income data also overstate the dimensions of hardship. Among the millions with hourly earnings at or below the minimum wage level, **39** the great majority from multiple-earner, relatively affluent families. Most of

those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labor force, **40** so the poverty statistics mean an accurate indicator of labor market pathologies.

Yet there are also many ways our social statistics underestimate the degree of labor-market-related hardship. The unemployment counts exclude the millions of fully employed workers **41** whose wages are so low that their families remain in poverty. Low wages and repeated or prolonged unemployment frequently interact to undermine the capacity for self-support. Since the number of people experiencing joblessness at some time during the year **42** are the number several times of the unemployed in any month, those who suffer as a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any month really suffer. For every person counted in the monthly unemployment tallies, there is another working part-time because of the inability to find full-time work, or else outside the labor force but wanting a job. Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, **43** such is the dramatic expansion that cash and in-kind transfers does not necessarily mean that those failing in the labor market are adequately protected.

As a result of such contradictory evidence, it is uncertain **44** whether those suffering seriously as a result of thousands or the tens of millions, and, hence, whether high levels of joblessness can be tolerated or must be countered by job creation and economic stimulus. There is only one area of agreement in this debate — that the existing poverty, employment, and earnings statistics are inadequate for one their primary applications, measuring the consequences of labor market problems.

QUESTION 34

- A. NO CHANGE
- B. labor market problems, one of the most critical yet contentious social policy questions

- C. labor market problems, which poses one of the most critical yet contentious policy questions to society
- D. labor market problems? This is one of the most critical yet contentious social policy questions

QUESTION 35

- A. NO CHANGE
- B. as it did in the 1930' s
- C. like the ones in1930
- D. with 1930

QUESTION 36

- A. NO CHANGE
- B. having no countervailing social programs for those who fail
- C. when there were no countervailing social programs for those failing
- D. dearth of countervailing social programs for those failures

QUESTION 37

- A. NO CHANGE
- B. families having over one wage earner rise
- C. families with over one wage earner arise
- D. the rise of families with more than one wage earner

QUESTION 38

- A. NO CHANGE
- B. mitigated
- C. investigated
- D. litigated

QUESTION 39

- A. NO CHANGE
- B. with the vast majority coming from families with multiple-earner, relative affluence
- C. the overwhelming majority are from multiple-earner, relatively affluent families
- D. families with multiple-earner, relative affluence in the vast majority

QUESTION 40

- A. NO CHANGE
- B. so the poverty statistics are by no means
- C. the poverty statistics by fair means or foul being
- D. the poverty statistics meaning

QUESTION 41

- A. NO CHANGE
- B. who's wages are so low that their families live below the poverty line
- C. who have such low wages that their families remain poorly
- D. for whom so low wages left their families poverty-stricken

QUESTION 42

- A. NO CHANGE
- B. is several times the number unemployed
- C. was the number unemployed several times
- D. have been several times of the unemployed number

QUESTION 43

- A. NO CHANGE
- B. so dramatic that the expansion of
- C. so that the dramatic expansion of

- D. so as to dramatically expand

QUESTION 44

- A. NO CHANGE
B. whether those serious sufferers
C. that those suffering seriously
D. that those seriously suffer

1.3 A probe into the test-taking strategies for the Writing and Language Test

1.3.1 Read the Passages

Read the passages in the order as you see fit. You do not have the need to stick to the order of the passages which are presented on the test. You might as well start with the passage that is to your liking, which is comparatively easy. In doing so, you will manage to answer as many questions as you can within the allotted time. If you opt to commence with the passage which you are not conversant with, which is out of your comfort zone, you will probably get stuck. Worse still, if you dwell on such a passage, you will be hard pinched for time to complete the 44 questions.

You must see to it that you read through the passages, since, with no more than 450 words, they are not so dauntingly long. Every single sentence in the passages counts. Context clues are indispensable when you are endeavoring to subjugate all the questions. If you leave some sentences unread, it is highly likely that you will miss certain invaluable information, which will preclude you from getting the right answers.

Which ever passage you have touched upon, keep at it until you finish all the attached questions. It will not be judicious of you to jump from one passage to another before you are done with every single question. More often than not, you will develop a garbled idea of the passage if you revert to it at a later time. Your undivided attention to one passage at a time will pay a great dividend when you reach the end of the test.

1.3.2 Study the Questions

Just like you do not have to read the passages in the order they appear, you may also answer the questions in the order you feel at ease with. A rule of thumb is that you should first do a portion of the questions the moment you come across them and leave the others untouched until you have finished the entire paragraph or passage.

A large percentage of the questions on the Writing and Language Test are merely about individual grammar concepts, such as subject-verb agreement, pronouns, idioms. In this case, you stand a good chance of procuring the correct answer the instant you read the underlined word, phrase, or sentence. Sometimes it is also imperative that you read around the sentence in which you find an underlined part. For instance, some questions will ask you to choose the best version of two or even more than two questions combined.

Unfortunately, on the Writing and Language Test, definitely there will be quite a number of questions which are pertaining to the whole passage. A good case in point is that you may be asked to provide more evidence to reinforce a conclusion. Or you will be required to replenish new information to elucidate the gist of a certain passage. Confronted with such an arduous task, you ought to wait with considerable patience and move on to the questions until you have covered the passage thoroughly.

1.3.3 Choose the Right Answers

After you examine a question with consummate care, you should ask yourself: Is

the word, phrase or sentence the best possible version as it stands now? If your answer is “yes”, feel free to choose “NO CHANGE”. If you arrive at the conclusion that there is indeed something wrong with the underlined part, you are best-advised to anticipate what the right answer is by working out one on your own. Then you juxtapose your answer with the choices (B), (C), and (D) to determine which one of them is synonymous with or similar to yours. Finally, you are in a position to decide on your choice.

There can always be times when you are not absolutely sure of your choices. Should such a difficulty arise, you may as well feel safe to hazard educated guesses. The reason is not too far to seek. Since there is no penalty to making an incorrect choice on the redesigned SAT, why should you not use this new rule to your advantage and try your luck? Of course, you should learn to base your guesses on solid grounds, which is not a mean accomplishment in the least. In this regard, two methods of elimination go a long way toward helping you secure the correct answers. One of them is to eliminate answer choices that fail to fix the error in the underlined part. The other is to knock out answer choices that correct the mistake but produce new ones.

One more thing worthy of notice is that after you choose an answer, you should make a point of checking it. Apparently, it is worth your while to take such a step. By superseding the underlined part with the choice you make and reading back the new sentence, you will be able to make sure that the revised version leaves nothing to be desired. Keep in mind that your answer choice must mend the old error without introducing any new ones.