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SAT English Workbook



STRATEGIC
Test Prep

26



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Chapter 1 - SAT English Intro



General Test-Taking Strategies

| Pick and Stick | Majority Rules | Leave a Trail | 1-Minute Rule | Flag ?'s to come back to |
|--|---|---|---|--|
| <p>Pick a letter when running out of time and stick with it for all remaining questions.</p>  | <p>Cross off “oddballs” & choose the answer that is most like the others!</p>  | <p>Cross off answers you’ve eliminated in case you need to go back later.</p>  | <p>Spend roughly 1 minute max on any given question.</p>  | <p>If you’re not 100% confident in your answer, flag it to come back to after.</p>  |



SAT English Modules Layout

It is important to understand the layout of the English Sections, as well as the types of questions involved. 💪

Module 1 - 27 Questions, 32 minutes
Module 2* - 27 Questions, 32 minutes

*This module may be harder or easier depending on how you did on Module 1.

You should aim to get less than 11 questions wrong in Module 1. This will ensure you get the harder 2nd module, which will allow you to pick up more points.

If you get the easier 2nd module, the highest score you can get is less than a 600.

Categories & Question Types 📢

1. Craft & Structure (28% of section, 13-15 questions)
 - Words in Context
 - Function of the Underlined Sentence
 - Main Purpose of Text
 - Text 1/Text 2
2. Information & Ideas (26% of section, 12-14 questions)
 - Main Idea of Text
 - Statement/Quotation that Best Supports a Claim/Hypothesis
 - Graph Questions
 - Logically Completes the Text
3. Expression of Ideas (20% of section, 8-12 questions)
 - Transitions
 - Note-Taking Questions
4. Standard English Conventions (26% of section, 11-15 questions)
 - All your Grammar Questions



Understanding Answer Choices 🤔

What does the SAT English section do ?

The SAT evaluates your skill in linking specific textual elements to broader concepts, pinpointing synonyms, and differentiating between extraneous information and important information.

How do I pinpoint a correct answer ?

The correct answers are usually not exact word-for-word matches from the text. Be cautious if a choice mirrors the text directly. **More often, the right answer will rephrase an idea mentioned in the passage.** Your task is to identify synonyms in the answer choices that reflect the same concept. It's about understanding the idea, even when it's presented in different wording.

What are the common types of wrong answers ?

- 👉 Off-topic
- 👉 Too broad (e.g., the passage discusses brown bats while the answer refers to bats)
- 👉 Too extreme (e.g., they include words such as *never*, *always*, or *completely*)
- 👉 Half-right, half-wrong (always read the entire answer choice)
- 👉 Could be true but not enough information
- 👉 True for the passage as a whole, but not for the specific lines in question
- 👉 Factually true but not stated in the passage
- 👉 False comparisons



Do you often pick the wrong one when narrowed down to two ?

When this happens, typically the incorrect answer will fall into either the "could be true but not enough information" or the "half-right, half-wrong" category. In such cases, you must be willing to read very carefully in order to determine which answer the passage truly supports.

Reading carefully is key.

If you read the passage superficially, you will have a high probability of getting the question wrong.





General English Module Strategies

There are things you can do for all questions on the English modules:

- 💡 **Always read the question first:** this will save you time because you will read with purpose and think about the question as you're reading
- 💡 **While reading, sum up each sentence in your own words:** this will help you understand the passage on a deeper level and what it is saying
- 💡 **Look for keywords/phrases:** these are words that
 - ✅ Indicate points, goals, and conclusions - this gives you the argument
 - ✅ Describe (adjectives) - this gives you a sense of tone
 - ✅ Transitions - denotes a change in argument, which is important
- 💡 **Look for “unusual” punctuation:** if you see dashes, semicolons, or colons, the right answer is probably nearby.
- 💡 **Use process of elimination:** you're better off finding 3 wrong answers instead of 1 right answer to avoid selecting a trap answer.
- 💡 **Annotate:** only do this when you're having trouble grasping what the passage is saying

Execution Strategies to Try:

- ★ **Execution Strategy #1* - Start the module at #15 (grammar)**
- ★ **Execution Strategy #2* - Start at #27 and Work Backwards**

*Either way, try to skip the hardest reading passages (#11-15) and save them for last.

Chapter 2 - The Building Blocks





Grammar (aka “Standard English Conventions”)

Standard English Convention Questions = Your Grammar Questions! You will find these questions in each module, starting around #15 - #21. These are quick, easy points if you know all the rules!

Please note that there is a separate key to these lessons with notes and answers!

Lesson #1: Complete or Incomplete Sentence?

Before we get into all the grammar rules, it is important that you are able to identify if a sentence is complete or not. You need these three things to have a complete sentence:

1. _____

2. _____

3. _____

Identify the subject, verb, and complete thought in the following sentence:

They ran down to the water.

Subject:

Verb:

Complete Thought:



Practice: Is It a Sentence?

For each statement below, circle "Sentence" if it can stand alone as an independent sentence and "Fragment" if it cannot.

Challenge: Do all 10 in under 90 seconds

1. Albert Einstein was one of the most influential physicists of the twentieth century.

Sentence

Fragment

2. He was one of the most influential physicists of the twentieth century.

Sentence

Fragment

3. Albert Einstein, who was one of the most influential physicists of the twentieth century.

Sentence

Fragment

4. Who was one of the most influential physicists of the twentieth century.

Sentence

Fragment

5. He is now known for his groundbreaking contributions to modern physics.

Sentence

Fragment

6. Although he revolutionized physics with his theory of relativity.

Sentence

Fragment

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7. Many people believing Albert Einstein to be the greatest physicist of all time.

Sentence

Fragment

8. Many of them believe he is the greatest physicist of all time.

Sentence

Fragment

9. Many consider him the greatest physicist of all time.

Sentence

Fragment

10. Many of whom believe he is the greatest physicist of all time.

Sentence

Fragment

Check your answers on the next page.

Answers to Is it a Sentence? Exercise

- | | |
|-------------|--------------|
| 1. Sentence | 6. Fragment |
| 2. Sentence | 7. Fragment |
| 3. Fragment | 8. Sentence |
| 4. Fragment | 9. Sentence |
| 5. Sentence | 10. Fragment |



Lesson #2: Know Your Verb Tenses

It is important to identify and understand the difference between verb tenses and how they are used. Please complete the table below by filling in the example column.

| Verb Tense | When Used | Example |
|-----------------|---|---------|
| Present | Happening at that moment, right now | |
| Past | Happened at one moment in time but is over | |
| Future | Yet to happen | |
| Past Perfect | Ongoing in the past, but does not continue in the present | |
| Present Perfect | Ongoing in the past, but continues in the present | |

Practice: Match up the phrase to the correct tense by drawing a line to connect them. Then, check your answers on the next page.

Now,

Yesterday,

she had been

Since she was a little girl,

she is

For the past twenty minutes,

she was

Next Year,

she will be

she has been



Answers to Matching Exercise

Now, she had been
Yesterday, she is
Since she was a little girl, she was
For the past twenty minutes, she will be
Next Year, she has been

Example 1

In his 1963 exhibition *Exposition of Music—Electronic Television*, Korean American artist Nam June Paik showed how television images could be manipulated to express an artist's perspective. Today, Paik _____ considered the first video artist.

- A) will be
- B) had been
- C) was
- D) is

Example 2

Kite-flying has a long history in Japan: according to legend, the first kites flew nearly 1,400 years ago. Since that time, kite-flying _____ a delightful tradition.

- A) had remained
- B) has remained
- C) remained
- D) remains

Lesson #3: Parallelism

In parallelism, everything matches up (including verbs). Here are some instances where parallelism comes into play:

- Listing 3 things and they are all worded in the same way
- All verbs are in the same tense
- Comparing two things: Need an Apples to Apples, not Oranges to Apples comparison
- Narration stays the same throughout (1st person, 3rd person, etc)



Fix the mistake on each of these examples below.

Example 1:

He ran to the store, bought a cup of coffee, and had been jogging to work.

Example 2:

Steph Curry's jumpshot is more accurate than LeBron James.

Example 3:

There was a table along the first wall, a mirror on the second wall, and the third wall had an exit door.



Example Parallelism Questions

Example 1 (Listing 3 Things)

Many people think of NASA's programs as trivial. In truth, the agency has a widespread positive effect on society by serving as a catalyst for innovation and scientific understanding, _____ and showing humanity its place within the universe.

- A) to create jobs,
- B) creating jobs,
- C) for job creation,
- D) the creation of jobs,

Example 2 (Listing 3 Things)

Healthy marine environments result from a precise balance of factors and are therefore vulnerable to threats from a variety of sources. For example, _____ can all lead to the creation of ocean waters low in oxygen and inhospitable to marine life.

- A) changes in wind circulation, runoff from sewage, and accumulating fertilizers
- B) changing wind circulation, runoff from sewage, and accumulating fertilizers
- C) changing wind circulation, having runoff from sewage, and to accumulate fertilizers
- D) changes in wind circulation patterns, runoff from sewage, and accumulation of fertilizers

Example 3 (Comparing 2 Things)

Moreover, the training period for PAs is markedly shorter than _____ physicians—two to three years versus the seven to eleven required for physicians.**

- A) those for
- B) that compared with
- C) that for



D) that with

Example 4 (Comparing Two Things)

Many of the moves in the dance, such as jumps, rolls, and kicks, are similar to _____. The dancers must be synchronized with the music.

- A) martial arts and acrobatics.
- B) the disciplines of martial arts and acrobatics.
- C) martial artists and acrobats.
- D) those in martial arts and acrobatics.

Example 5 (Verb Tense Matching)

Unlike some animals, most lizards have a highly developed sense of vision. As a result, they are able to use clear body language **and** ____ their colors in order to communicate.

- A) alter
- B) altering
- C) they alter
- D) altered

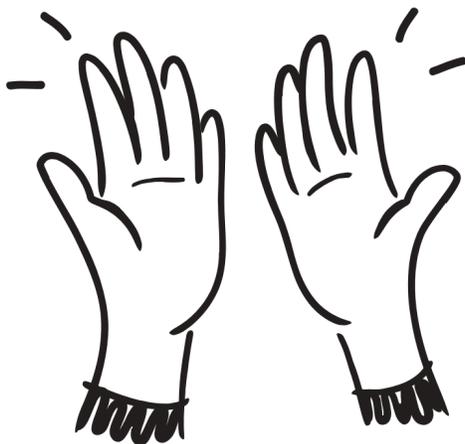
Example 6 (Verb Tense Matching)

For centuries, cats have guarded this famous museum, ridding it of mice, rats, and other rodents that could damage the art, not to mention _____ off visitors. [3] Peter the Great introduced the first cat to Russia in 1694.

- A) scared
- B) scaring
- C) scare
- D) have scared

Parallelism Practice Answers

1. B (the verb matches with 'serving' and 'showing')
2. D (the only option where all three things listed start with the same type of word - in this case, they all start with a noun so they match up).
3. C (compares one training period to one training period)
Why the other answers are wrong:
 - A - compares one training period to multiple training periods (not parallel)
 - B - too wordy and redundant. We already know we are comparing and don't need to say 'compared with'
 - D - we would be comparing a training period to physicians (not parallel)
4. D (comparing the moves to the moves)
5. A ('alter' must match with the verb 'use')
6. C ('scare' must match with the verb 'damage' because the focus shifts to what the rodents are doing)



Lesson #4: Subject/Verb Agreement

Subject/Verb Agreement questions also have verb tenses as the answer choices, like parallelism may. How will you know you are on a subject/verb agreement question?

👉 Play the **pronoun trick!** If it works, you are on a subject/verb agreement.

Directions: Go through each answer choice, writing the appropriate pronoun (he or they) next to it. If there is a difference between singular and plural tenses, you are on a subject/verb agreement! The first one is done for you.

A) is - he

B) were -

C) was -

D) has been -

💡 *Tip: The answer choice that is different from the others is probably right.* 💡

Directions: Determine if the following statements are grammatically correct. Make the appropriate changes, if necessary.

Example 1:

The box of chocolates are on the table.

Example 2:

The commissioner, along with his 20 staff members, run a tight campaign against the incumbent.



Subject/Verb Agreement Practice Questions

Example 1

The most common forms of professional development provided to employees _____ coaching, mentoring, technical assistance, and workshops.

- A) includes
- B) include
- C) including
- D) has included

Example 2

Although the Concorde was retired in 2003, a plane capable of flying halfway around the world in a mere four hours could soon exist. For engineers, the elimination of sonic booms _____ one of the biggest challenges involved in building the new craft. Some of them claim, however, that they have found a way of reducing the amount of noise the planes make.

- A) is
- B) are
- C) have been
- D) were

Example 3

This trend, combined with the increasing accessibility of information via the Internet, _____ led some to claim that librarianship is in decline as a profession.

- A) has
- B) have
- C) which have
- D) which has



Example 4

Yet some of the earliest known works of art, including paintings and drawings tens of thousands of years old found on cave walls in Spain and France, _____ animals.

- A) portrays
- B) portraying
- C) portray
- D) has portrayed

Example 5

For several weeks each year, more than 200 artists from 60 countries gather in Santa Fe to offer handmade masterworks. Every July, one of the world's largest folk-art festivals _____ together artists from every corner of the globe for a vast and colorful international bazaar.

- A) brings
- B) bring
- C) have brought
- D) bringing

Example 6

Like any other health problems, these ailments can increase employee absenteeism, which, in turn, _____ costly for employers.

- A) is
- B) are
- C) is being
- D) have been



Subject/Verb Agreement Answers

1. B (the subject is 'forms')
2. A (the subject is 'elimination')
3. A (the subject is 'trend')
4. C (the subject is 'works')
5. A (the subject is 'one')
6. A (the subject shifts from focusing on ailments to 'absenteeism.' It is the absenteeism that is costly for employers.)





Lesson #5: Non-Essential Clauses

What is a non-essential clause?

A non-essential clause is something that is not necessary for the sentence to make sense.

To determine if a clause is non-essential, you need to check for these two things:

- ✓ If it's removed, is the **sentence still complete**?
- ✓ Is the **subject specific enough** to know what we are referring to without it?

Spotting Non-Essential Clauses Exercise

Directions: Determine whether the clauses in bold are essential or non-essential. If it is non-essential, put commas around it. The first one has been done for you.

Example 1

The current President of the United States, **Donald Trump**, signed a bill yesterday.

Essential

Non-Essential

Note: Because “the current President of the United States is specific enough” (there is only one person with this title), we do not need the name Donald Trump. It is non-essential! If we take it out, the sentence still makes sense:

The current President of the United States signed a bill yesterday. ✓



Example 2

The boy **who lived down the street from me** moved away.

Essential

Non-Essential

Example 3

Rosa Parks **political activist during the Civil Rights movement** was arrested for not giving up her seat on a crowded bus.

Essential

Non-Essential

Example 4

Civil rights political activist **Rosa Parks** was arrested for not giving up her seat on a crowded bus.

Essential

Non-Essential

Example 5

The author of the famous novel *Moby-Dick* **Herman Melville** struggled to gain recognition during his lifetime.

Essential

Non-Essential



Answers:

1. Non-Essential
2. Essential
3. Non-essential
4. Essential
5. Non-essential





Lesson #6: Comma Placement

With comma placement questions, the key is to be proactive instead of reactive. If you read all of the answer choices first and then try to determine which is right, it can get confusing.

Strategy: Read the sentence out loud and listen to where you pause. That is where the commas need to go.

Practice the Strategy: Determine where commas are needed in the underlined portion by using the strategy outlined above.

Example #1:

The advantages of growing up in a bilingual home can start as early as six months of age. A study conducted by York University's Institute of Health found that infants who are regularly exposed to more than one language show better attentional control than infants being raised in monolingual environments. The findings suggest that early exposure to multiple languages could set the stage for lifelong cognitive benefits.

Example #2

Pterosaurs, the first flying vertebrates had wings made of a membrane that ended in over- elongated fingers. These reptiles filled the skies between 66 and 220 million years ago, their bodies ranging in size from less than a foot to the length of a small airplane.

Example #3

The first recorded mention of the Agojie-the all-female military regiment in the kingdom of Dahomey-dates to 1729. However, it is possible that the unit was formed even earlier, toward the beginning of Dahomey's existence when a troupe consisting of women who were already experienced elephant-hunters was created.



Answers to Practice the Strategy Exercise:

Example #1: no commas needed - you can read right through it without pausing

The advantages of growing up in a bilingual home can start as early as six months of age. A study conducted by York University's Institute of Health found that infants who are regularly exposed to more than one language show better attentional control than infants being raised in monolingual environments. The findings suggest that early exposure to multiple languages could set the stage for lifelong cognitive benefits.

Example #2: need a comma after vertebrates - “the first flying vertebrates” is extra information describing more about Pterosaurs. Thus, it needs to go between two commas.

Pterosaurs, the first flying vertebrates, had wings made of a membrane that ended in over- elongated fingers. These reptiles filled the skies between 66 and 220 million years ago, their bodies ranging in size from less than a foot to the length of a small airplane.

Example #3: comma after existence - you need to pause after existence

The first recorded mention of the Agojie-the all-female military regiment in the kingdom of Dahomey-dates to 1729. However, it is possible that the unit was formed even earlier, toward the beginning of Dahomey's existence, when a troupe consisting of women who were already experienced elephant-hunters was created.

Please note that this is an important comma rule tested frequently. Exercise: For each of the following, determine whether you need commas or not. If you do need commas, place them in their respective spots.

| Order | Need Commas? | Example |
|--------------------------|--------------|--|
| Description then subject | NO | Professional tennis player Coco Gauff won the US Open last year. |
| Subject then description | YES | Coco Gauff, a professional tennis player, won the US Open last year. |

1. President of the United States Jimmy Carter had the lowest rating for an incumbent going into an election.

Commas

No Commas

2. Beyonce Knowles lead singer of Destiny's Child emerged with one of the most successful solo careers ever.

Commas

No Commas





Answers:

- 1. No Commas**
- 2. Commas** - Beyonce Knowles, lead singer of Destiny's Child, emerged with one of the most successful solo careers ever.

Comma Placement Practice: Try these questions, then check your answers on the following page.

Example 1

Jamaica Kincaid (born May 25, 1949) is a novelist, essayist, and gardener. Born Elaine Potter Richardson in Antigua, she came to the United States at the age of 17 to work as an au pair in Westchester : County, New York. She eventually won a scholarship to Franconia College in New Hampshire but returned to New York City to write. In 1985, she published ____a semi autobiographical story of a young girl growing up in Antigua that won acclaim for the honesty of its depiction of familial relationships.

- A) The novel, *Annie John*,
- B) The novel *Annie John*,
- C) The novel *Annie John*
- D) The novel: *Annie John*,

Example 2

Ada Lovelace and her _____ were two of the most influential figures in history computer science. After Babbage sketched out his ideas for an "analytical engine," Lovelace demonstrated that the machine might be able to carry out variety of complex tasks.

- A) acquaintance , Charles Babbage,
- B) acquaintance Charles Babbage
- C) acquaintance Charles Babbage,
- D) acquaintance, Charles Babbage



Example 3

On the plane's ascent, passengers feel twice Earth's gravitational pull, but for brief periods at the peak of the trajectory, _____ is achieved.

- A) "weightlessness" or microgravity similar to what is experienced in space,
- B) "weightlessness" or microgravity, similar to what is experienced, in space
- C) "weightlessness" or, microgravity, similar to what is experienced in space
- D) "weightlessness," or microgravity similar to what is experienced in space,

Example 4

Although there was no contact between Japan and Britain during the prehistoric era, there are surprising parallels between them. In both places, inhabitants built stone circles, crafted elaborate pots, and used flaked stone tools. Furthermore, the _____ bear striking similarities to the circle at Stonehenge.

- A) astonishing Japanese stone circles at Oyu,
- B) astonishing, Japanese stone circles at Oyu
- C) astonishing Japanese, stone circles at Oyu
- D) astonishing Japanese stone circles at Oyu

Example 5

Wallace Fowlie, one of Stendhal's most sympathetic critics, claimed that the writer's genius was due in part to the way he blurred the line between his own interior life and those of his characters. Stendhal was, _____ "literally inhabited by his creations," discovering himself as he discovered them.

- A) Fowlie argues,
- B) Fowlie argues
- C) Fowlie argues-
- D) Fowlie, argues



Example 6

Stomata, tiny pore structures in a leaf that absorb gases needed for plant growth, open when guard cells surrounding each pore swell with water. In a pivotal 2007 article, plant cell _____ showed that lipid molecules called phosphatidylinositol phosphates are responsible for signaling guard cells to open stomata.

- A) biologist, Yuree Lee
- B) biologist Yuree Lee,
- C) biologist Yuree Lee
- D) biologist, Yuree Lee,

Example 7

The city of Pompeii, which was buried in ash following the eruption of Mount Vesuvius in 79 CE, continues to be studied by archaeologists. Unfortunately, as _____ attest, archaeological excavations have disrupted ash deposits at the site, causing valuable information about the eruption to be lost.

- A) researchers, Roberto Scandone and Christopher Kilburn,
- B) researchers, Roberto Scandone and Christopher Kilburn
- C) researchers Roberto Scandone and Christopher Kilburn
- D) researchers Roberto Scandone, and Christopher Kilburn

Answers to Comma Placement Practice

Example 1: B

Example 2: B (to put Charles Babbage between two commas would mean his name is non-essential. If we took his name out, we would be missing context because we wouldn't know who Ada Lovelace's acquaintance was. Thus, no commas are needed here).

Example 3: D

Example 4: D

Example 5: A

Example 6: C

Example 7: C





Lesson #7: Modifiers (Lead-Ins)

A modifier or “lead-in” is an introduction to the sentence that is leading up to the subject and what the sentence is about. The lead-in points directly to the subject and the subject must come directly after the introduction comma.

Example:

Running down the stairs, the little girl almost slipped and fell.

Modifier:

Subject:

Basically, ask yourself, “who or what could be running down the stairs?” Make sure the next word makes sense as the subject!

Exercise: Circle the word that would make sense to come directly after the lead-in as the subject.

1. Arguably the most influential artwork of the Renaissance period, _____

Michelangelo

the David

the David’s shape

2. As the country with the most megacities in the world, _____

China’s population

people in China

China

3. Sneaking down the chimney in the middle of the night, _____

Santa

Santa’s excitement

the presents



Answers:

1. The david
2. China
3. Santa

Modifier (Lead-In) Practice Questions**Example 1**

Despite being cheap, versatile, and easy to produce, _____ they are made from nonrenewable petroleum, and most do not biodegrade in landfills.

- A) there are two problems associated with commercial plastics:
- B) two problems are associated with commercial plastics:
- C) commercial plastics' two associated problems are that
- D) commercial plastics have two associated problems:

Example 2

Approaching a doorway in which dangles a red envelope filled with green paper money, the _____. It then chews up the bills and spits out the bills.

- A) lion's teeth snare the envelope
- B) lion snares the envelope with its teeth.
- C) envelope is snared by the lion with its teeth.
- D) teeth of the lion snare the envelope.



Example 3

Based on genetic evidence, archaeologists have generally agreed that reindeer domestication began in the eleventh century CE. However, since uncovering fragments of a 2,000-year-old reindeer training harness in northern Siberia, _____ may have begun much earlier.

- A) researcher Robert Losey has argued that domestication
- B) researcher Robert Losey's argument is that domestication
- C) domestication, researcher Robert Losey has argued,
- D) the argument researcher Robert Losey has made is that domestication

Example 4

African American Percy Julian was a scientist and entrepreneur whose work helped people around the world to see. Named in 1999 as one of the greatest achievements by a US chemist in the past hundred years, _____ led to the first mass-produced treatment for glaucoma.

- A) Julian synthesized the alkaloid physostigmine in 1935; it
- B) in 1935 Julian synthesized the alkaloid physostigmine, which
- C) Julian's 1935 synthesis of the alkaloid physostigmine
- D) the alkaloid physostigmine was synthesized by Julian in 1935 and

Answers to Lead-In Practice

1. D
 2. B
 3. A
 4. C
-



Lesson #8: Punctuation

There are four punctuation rules you must know. If you know these rules, your success rate will be high on these questions!

Rule #1 - The Colon

_____:

Rule #2 - The Semicolon

_____;

***The semicolon can also be used to _____.**

Ex.

Rule #3 - The Comma Rule

_____, _____ *

*unless the second part starts with a FANBOYS (For, And, Nor, But, Or, Yet, So)

Rule #4 - Dashes/Parentheses/Commas

Either two commas, two dashes, or two parentheses should be used to separate **non-essential information**, you cannot mix and match.



Rule #4 Example 1

The Golden Gate Bridge, which opened in 1937, is one of the most iconic landmarks in the United States.

Correct

Incorrect

Rule #4 Example 2

The Golden Gate Bridge - which opened in 1937 - is one of the most iconic landmarks in the United States.

Correct

Incorrect

Rule #4 Example 3

The Golden Gate Bridge, (which opened in 1937), is one of the most iconic landmarks in the United States.

Correct

Incorrect

Rule #4 Example 4

The Golden Gate Bridge - which opened in 1937, is one of the most iconic landmarks in the United States.

Correct

Incorrect



Rule #4 Exercise Answers

1. Correct
2. Correct
3. Incorrect
4. Incorrect

Punctuation Strategies (When You're Stuck)

- ✓ If you have identical answers but one is a period and one is a semicolon, cross them off! (They function the same exact way).
- ✓ If you see a **;** **and** in the text, they are probably listing items using semicolons, so pick the semicolon!
- ✓ If you see a **dash** in the text, they are likely using it to separate a non-essential clause, so pick the dash!
- ✓ If you're given four answer choices and only one of them can separate two complete sentences, it is likely that one!

Punctuation Question Examples

Example 1

Nine months before Rosa Parks made history by refusing to comply with the segregated seating policy on a Montgomery, Alabama, bus, a fifteen-year-old Montgomery girl named Claudette Colvin was arrested for the same _____ to some historians, Colvin's arrest led to Parks's action and eventually to the desegregation of Montgomery's bus system.

- A) offense. According
- B) offense, according
- C) offense according
- D) offense and according



Example 2

Marie Curie was a pioneering physicist and chemist who conducted groundbreaking research on radioactivity. She was awarded the Nobel Prize in Physics in _____ as a result of her discoveries, she became the first person to win two Nobel Prizes.

- A) 1903
- B) 1903 and
- C) 1903,
- D) 1903, and

Example 3

With over 100,000 participants, the International Symposium on Climate Change and _____ or ISCC, as it is commonly known—became the largest global conference on environmental sustainability. Delegates from all over the world gathered in Paris for a weeklong event to discuss the future of green technology and policy reforms.

- A) Sustainability:
- B) Sustainability—
- C) Sustainability,
- D) Sustainability

Example 4

The university offers a range of interdisciplinary courses in the following fields: _____ cognitive neuroscience, which examines brain functions and behavior; and urban studies, which explores city planning and public policy.

- A) environmental science; which focuses on climate change and conservation efforts,
- B) environmental science, which focuses on climate change and conservation efforts;
- C) environmental science, which focuses on climate change and conservation efforts,
- D) environmental science which focuses on climate change and conservation efforts,



Example 5

Alexander Fleming pursued a career in medicine after graduating from St. Mary's Hospital Medical School ____ his discovery of penicillin in 1928, which revolutionized modern medicine.

- A) in London, he made
- B) in London; and he made
- C) in London, making
- D) in London; making

Example 6

The Amazon Rainforest, the largest tropical rainforest in the world, is known for its incredible biodiversity. It is _ _ than all of the European Union. The region supports millions of species, many of which are still undiscovered.

- A) vast; larger, in fact,
- B) vast, larger-in fact
- C) vast-larger, in fact,
- D) vast-larger, in fact-

Example 7

The Colosseum in Rome was completed during the reign of Emperor Vespasian (the year _ _ but has since become one of the most iconic symbols of ancient Roman engineering and culture.

- A) (80 CE to be exact);
- B) 80 CE, to be exact,
- C) 80 CE to be exact),
- D) 80 CE to be exact-



Example 8

In studies, a vast majority of individuals express the belief that recycling is important for environmental sustainability. In reality, however, there is frequently a notable difference between intentions and actual __ for instance, only 30% of household waste in urban areas is recycled.

- A) rates in the United States
- B) rates: in the United States
- C) rates, in the United States,
- D) rates in the United States,

Example 9

When subjected to harsh environmental changes, certain species of plants are able to slow down their growth and conserve energy. Scientists have recently uncovered how these plants monitor their surroundings before resuming growth __ could lead to advances in agriculture and sustainability.

- A) themselves, this discovery
- B) themselves this discovery:
- C) themselves this discovery
- D) themselves—a discovery that

Example 10

The practice of winemaking in France, which started during Roman times, has persisted until today ____ include rustic country wines, delicate whites, robust reds, and sparkling varieties like Champagne, enjoyed worldwide.

- A) today, although many styles
- B) today, many styles
- C) today: many styles
- D) today; many styles

Answers to Punctuation

1. A
2. D
3. B
4. B
5. C
6. C
7. C
8. B
9. D
10. D (the second part is not explaining the first part, so a colon won't work here).



Lesson #9: Punctuation with a Shifting Transition

These questions are said to be the trickiest of all the Standard English Conventions!

It is best to tackle these in two steps:

✓ **Step 1: Determine your punctuation mark** (where are your complete sentences?)

✓ **Step 2: Determine where the transition should go** (where is the contrast/causal relationship?)

💡 Tip: Temporarily remove the transition word while on step 1. Whether it is there or not won't change the completeness of a sentence.

💡 Tip: A transition word should always be placed in the second sentence of the two sentences that relate to each other.

Example 1

Most theories claim the Moon formed out of the debris of a collision between the Earth and a Mars-sized object known as Theia, which came together in orbit over a period of months or years. A new simulation advances a different __ may have formed in a matter of hours, when material from the Earth and Theia was launched into orbit immediately after the impact.

- A) theory, though the Moon
- B) theory, though: the Moon
- C) theory; though, the Moon
- D) theory though the Moon



Example 2

Patients who participate in clinical trials hope to gain access to experimental treatments that would not otherwise be available to them. Every clinical drug trial conducted today randomly assigns patients to one of two _____ receives the actual medication.

- A) groups, however. Only one of which
- B) groups; however, only one of which
- C) groups, however, only one of them
- D) groups; however, only one of them

Example 3

Journalists have dubbed Gil Scott-Heron the “godfather of rap,” a title that has appeared in hundreds of articles about him since the 1990s. Scott-Heron himself resisted the godfather _____ feeling that it didn’t encapsulate his devotion to the broader African American blues music tradition as well as “bluesologist,” the moniker he preferred.

- A) nickname, however
- B) nickname, however;
- C) nickname, however,
- D) nickname; however,

Example 4

Sociologist Alton Okinaka sits on the review board tasked with adding new sites to the Hawai’i Register of Historic Places, which includes Pi’ilanihale Heiau and the ‘Ōpaeka’a Road Bridge. Okinaka doesn’t make such decisions _____ all historical designations must be approved by a group of nine other experts from the fields of architecture, archaeology, history, and Hawaiian culture.

- A) single-handedly, however;
- B) single-handedly; however,
- C) single-handedly, however,
- D) single-handedly however

Answers to Punctuation with Transitions

1. B
2. D
3. C (you do not have two complete sentences here, so you need a comma instead)
4. A



Lesson #10: Apostrophes

Please note what is different about each one of these in the set.

There
They're


vs.

Their


vs.



It's


vs.

Its


vs.



Its'

Brother's


vs.

Brothers'


Apostrophes Strategies

✓ **Strategy 1: Never pick two apostrophes back-to-back** (i.e. mother's uncles')

✓ **Strategy 2: Play majority rules when you're stuck** (cross off oddballs to get to the right answer)

Strategy 2 Exercise: Use the strategy majority rules to choose the correct answer.

- A) employees roles
- B) employee's roles
- C) employees' roles
- D) employee's roles'



Answer to Apostrophes Exercise:

B) employee's roles

This answer choice has the most in common with the other answer choices. There was one other employee's option and three other roles options.

Apostrophes Question Examples

Example 1

Because the lemur, a small animal native to Madagascar, shares some traits with other primates, _____ frequently mistaken for an ancestor of modern monkeys and apes.

- A) its
- B) it's
- C) its'
- D) their

Example 2

Modern (and possibly Postmodern) Ages. Such efforts have yielded diminishing returns, as even the complete relaunch of DC _____ line in 2011 has failed to arrest the steep two-decade decline of comic book sales.

- A) Comics' superhero's
- B) Comic's superhero's
- C) Comics superhero's
- D) Comics' superhero



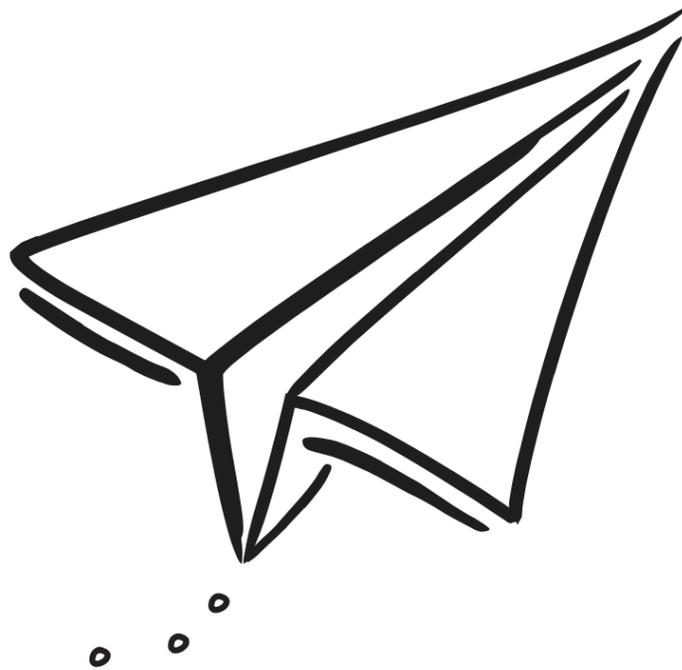
Example 3

Throughout his 1986 novel-in-verse, *The Golden Gate*, Vikram Seth maintains a stubborn resistance to traditional structure. The narrator does not hesitate to interrupt the ____ in order to explain a shift in the plot or to comment on the structure of the book.

- A) stories events
- B) story's events
- C) stories' event's
- D) story's events'

Answers to Apostrophes Examples

1. B
2. D
3. B



Lesson #11: Additional Grammar Concepts

These concepts don't show up on every test, but they show up enough on the SAT where you should know them.

Affect



vs.

Effect



Example 1

In truth, the agency has a widespread positive _____ society by serving as a catalyst for innovation and scientific understanding.

- A) effect on
- B) affect on
- C) effect to
- D) affects on

Example 2

Some traditional assumptions about how to treat jellyfish stings have recently been called into question: rinsing the _____ areas with seawater for example only spreads the stings to a larger area.

- A) affected
- B) effected
- C) affecting
- D) effecting



Answers to Affect vs. Effect

1. A
2. A

Who
👉

vs.

Whom
👉

Example 1

The lion dance requires the strength, grace, and coordination of two dancers, _____ are almost completely hidden by the elaborate bamboo and papier-mâché lion costume that they maneuver.

- A) both of whom
- B) of which both
- C) both of them
- D) both

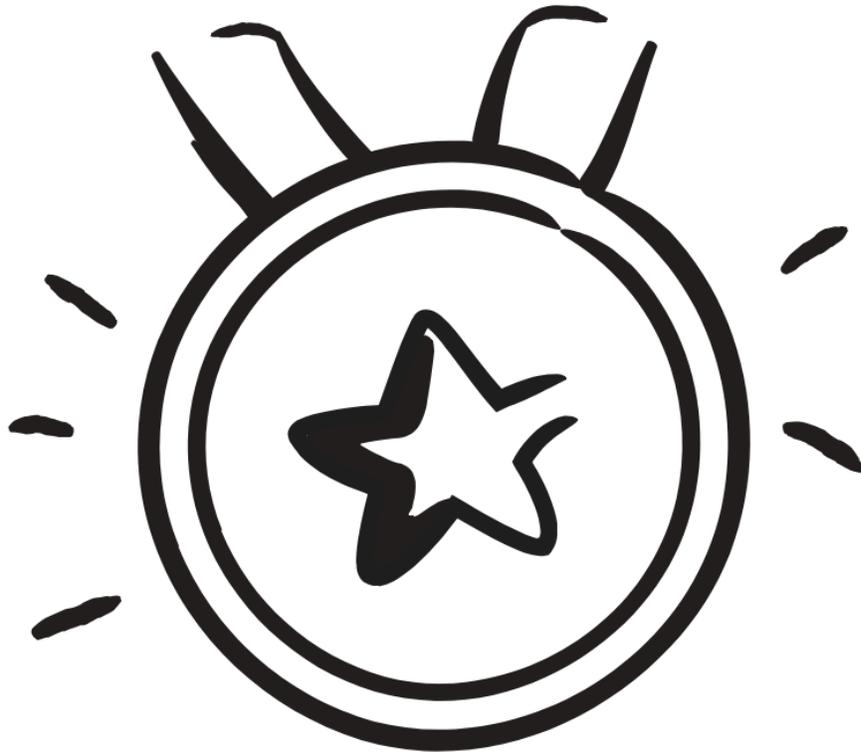
Example 2

Many runners, even those _____ train regularly, have a tendency to stick to an established distance. As a result, they never develop a clear sense of their athletic potential.

- A) whom
- B) who
- C) which
- D) they

Answers to Who vs. Whom

1. A
2. B



Transitions

Transition questions are the most common type of Writing question, with each test containing around **8 to 10** such items (around **15-20%** of the test).

| Continue | | Cause-and-Effect | Contradict |
|------------------------|---------------------------|------------------|------------|
| Add Information | Emphasize | | |
| Give Example | Compare | | |
| Define, Clarify | Sequence of Events | | |



Transitions word bank (Mixed for Categorization Practice)

Directions: Place these words where you think they should go in the table above. Then, check with the key below when you are done.

| | | | |
|-------------------|--------------|--------------|----------------|
| Because | Meanwhile | Also | Yet |
| Nevertheless | Consequently | In fact | Since |
| On the other hand | Therefore | While | For example |
| On the contrary | Thus | Effectively | Nonetheless |
| That is | Previously | Similarly | In addition |
| In contrast | However | Finally | Although |
| Instead | Essentially | Likewise | Even so |
| Conversely | Rather | For instance | In other words |
| Even though | Specifically | Subsequently | So |
| To this end | Despite | And | Furthermore |
| In any case | Regardless | But | As such |
| In spite of | Alternately | While | Still |
| Moreover | Indeed | Whereas | Hence |
| Alternatively | As a result | For | Granted |
| Ultimately | | | |

Transitions Answer Key

| Continue | | Cause-and-Effect | Contradict |
|---|---|---|---|
| <p>Add information Also And Furthermore In addition Moreover</p> <p>Give Example For example For instance Specifically</p> <p>Define, Clarify Effectively Essentially In other words That is</p> | <p>Emphasize In fact Indeed</p> <p>Compare Likewise Similarly</p> <p>Sequence of Events Previously Subsequently Finally While Ultimately</p> | <p>Accordingly As a result As such Because Consequently For Hence Since So Thus Therefore To this end</p> | <p>Alternately Alternatively (Al)though But Conversely Despite / In spite of Even so Even though However In any case In contrast Instead Meanwhile Nevertheless Nonetheless On the contrary On the other hand Otherwise Rather Regardless Still Whereas While Yet Granted</p> |





Transition Question Strategies

- ✓ **Strategy #1:** Categorize your answer choices then pick an answer that matches the relationship
- ✓ **Strategy #2:** Cross off answer choices from the same category *(because they function the same way and you cannot have two multiple choice answers that are correct)*
- ✓ **Strategy #3:** Read the sentence before the transition and the sentence the transition is in to determine a relationship
- ✓ **Strategy #4:** Note that oftentimes, the exception word that doesn't neatly fit into a category ends up being the correct answer.
- ✓ **Strategy #5:** For science passages, pay attention to the language used to identify relationships. You might not always pick up on the tone. For example, if the first sentence states "symmetrical" and the next says "misshapen," it indicates a contrast.
- ✓ **Strategy #6:** Put the word in context to test its meaning! Try "**I didn't study for the SAT.** [Insert transition word]," and then complete the thought to clarify the category it belongs in

******Wherever the transition word is physically located in the sentence, it is linking to the previous sentence.******

Case 1 Example:

Sentence 1. **Transition**, sentence 2. Sentence 3.

The transition in Case 1 is linking sentences _____ and _____.

Case 2 Example:

Sentence 1. Sentence 2. **Sentence 3, transition.**



The transition in Case 2 is linking sentences _____ and _____.

Transitions Practice

Here is a reminder of the flow you will follow when answering these questions:

- ✓ **Step #1:** Categorize your answer choices then pick an answer that matches the relationship
- ✓ **Step #2:** Cross off answer choices from the same category
(because they function the same way and you cannot have two multiple choice answers that are correct)
- ✓ **Step #3:** Read the sentence before the transition and the sentence the transition is in to determine a relationship

Example #1 (ID 9e34720b in College Board's Question Bank)

Although those who migrated to California in 1849 dreamed of finding gold nuggets in streambeds, the state's richest deposits were buried deeply in rock, beyond the reach of individual prospectors. _____ by 1852, many had given up their fortune-hunting dreams and gone to work for one of the large companies capable of managing California's complex mining operations.

Which choice completes the text with the most logical transition?

- A. Furthermore,
- B. Still,
- C. Consequently,
- D. Next,



Example #2 (ID 39d1a519 from College Board's Question Bank)

Make Sure to Read Carefully - More than One Can Sound Correct!

To discover which fruit varieties were grown in Italy's Umbria region before the introduction of industrial farming, botanist Isabella Dalla Ragione often turns to centuries-old lists of cooking ingredients. _____ she analyzes Renaissance paintings of Umbria, as they can provide accurate representations of fruits that were grown there long ago.

Which choice completes the text with the most logical transition?

- A. In sum,
- B. Instead,
- C. Thus,
- D. Additionally,

Example #3 (ID 0205e563 from College Board's Question Bank)

Science Passage – Look for Language, not Tone

At two weeks old, the time their critical socialization period begins, wolves can smell but cannot yet see or hear. Domesticated dogs, _____ can see, hear, and smell by the end of two weeks. This relative lack of sensory input may help explain why wolves behave so differently around humans than dogs do: from a very young age, wolves are more wary and less exploratory.

Which choice completes the text with the most logical transition?

- A. in other words,
- B. for instance,
- C. by contrast,
- D. accordingly,



Example #4 (ID a819d8b6 from College Board's Question Bank)

When an Exception is the Correct One

In 1873, Spanish scientist Santiago Ramón y Cajal observed that brain fibers have distinct boundaries with clear end points, a finding that went against earlier assumptions about the brain. _____ scientists had assumed that the brain was a continuous web of fused fibers, not a vast network of distinct, individual cells.

Which choice completes the text with the most logical transition?

- A. However,
- B. Previously,
- C. As a result,
- D. Likewise,

Example #5 (ID 47e238be from College Board's Question Bank)

A Hard Level Question - Something You Would See on Module 2

Seismologists Kaiqing Yuan and Barbara Romanowicz have proposed that the magma fueling Iceland's more than 30 active volcano systems emerges from deep within Earth. The great depths involved—nearly 3,000 km—mark Iceland's volcanoes as extreme outliers; _____ many of Earth's volcanoes are fed by shallow pockets of magma found less than 15 km below the surface.

Which choice completes the text with the most logical transition?

- A. indeed,
- B. nevertheless,
- C. in addition,
- D. consequently,



Example #6 (ID 9f1a0d91 from College Board’s Question Bank)
Where You Can Eliminate Two Answers

“Tulip mania”—the rapid rise and sudden fall of the price of tulip bulbs in seventeenth-century Amsterdam—is often cited as an example of the perils of rampant market speculation. However, recent research has demonstrated that the episode was neither as frenzied nor as disastrous as has been thought. The popular myth surrounding it, _____ should be regarded with some skepticism.

Which choice completes the text with the most logical transition?

- A. for example,
- B. by contrast,
- C. nevertheless,
- D. therefore,

I can eliminate _____ and _____ because they are from the same transitions category and function the same way.



Transition Example Question Answers

1. C
2. D
3. C
4. B
5. A
6. D





Vocabulary (aka “Words in Context”)

These questions come first, typically in the #1-5 range. As tempting as it may be, please don't study the dictionary. That will be too much work.



There are better strategies you can employ to help you!

- ✓ **Strategy #1: Look for the definition of the word in the text**
- ✓ **Strategy #2: Play positive/negative**
- ✓ **Strategy #3: Use linguistics**
- ✓ **Strategy #4: Study the high probability SAT vocab list**
- ✓ **Strategy #5: Spend only 20-30 seconds max on these questions**
- ✓ **Strategy #6: Create a list of SAT words you don't know**

Tip: If you're aiming for a 750+ on English, you cannot ignore vocab! You MUST do all of these things to ensure you maximize your points on this tricky portion of the test.

Let's explore each strategy in more detail on the following pages.

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Strategy #1: Look for Synonyms or the Definition of the Word

They WILL give a synonym to the word they want you to put in the blank.

Often, a colon or semicolon will clue you in that the extra information that comes after it explains more about the word they want in the blank.

For instance, do you see how the synonym comes after the special punctuation mark?

In recommending Bao Phi's collection *Sông I Sing*, a librarian noted that pieces by the spoken-word poet don't lose their _____ nature when printed: the language has the same pleasant musical quality on the page as it does when performed by Phi.

Which choice completes the text with the most logical and precise word or phrase?

- A) jarring
- B) scholarly
- C) melodic
- D) personal

Since melodic is closest in meaning to "pleasant musical quality," the answer is C. Notice that "pleasant musical quality" came after the colon.

If the blank came after the colon, then the synonym would come before it.



Pinpoint the Definition Exercise: Can you spot the definition of the word you need for the blank? Circle the definition or synonym in the text! Then, check your answers on the next page.

1. Renowned marine biologist Sylvia Earle states that while she cannot pinpoint exactly when it may occur, she _____ that humanity will eventually require alternative sources of sustenance beyond the oceans. This belief drives her passion for exploring sustainable practices in ocean conservation.
2. Starting in the 1960s, civil rights activist John Lewis tirelessly fought for social justice; this _____ commitment included organizing protests across the country and advocating for legislation to protect voting rights for marginalized communities.
3. Filmmaker Ava DuVernay _____ Hollywood's inclination to portray Black stories through a narrow historical lens: this critique is clear in her film *Selma*, which focuses on a pivotal moment in the civil rights movement while emphasizing the voices and experiences of individuals in the present day.
4. Scientists have long sought to identify the exact reasons behind yawning, which occurs when an individual inhales _____. However, psychologist Andrew Gallup has discovered that these involuntary actions may serve a significant function in helping to cool the brain and increase alertness.
5. In investigating the impact of external factors on alleviating symptoms of anxiety, Dr. Maria Johnson and her team discovered that while calming techniques like soft music or gentle scents can provide a momentary sense of peace, such _____ interventions tend to be less effective than more intense methods, such as exposure therapy.



Pinpoint the definition/synonym in the text answers (in bold):

1. Renowned marine biologist Sylvia Earle states that while she cannot pinpoint exactly when it may occur, she _____ that humanity will eventually require alternative sources of sustenance beyond the oceans. **This belief** drives her passion for exploring sustainable practices in ocean conservation.
2. Starting in the 1960s, civil rights activist John Lewis **tirelessly fought** for social justice; this _____ commitment included organizing protests across the country and advocating for legislation to protect voting rights for marginalized communities.
3. Filmmaker Ava DuVernay _____ Hollywood's inclination to portray Black stories through a narrow historical lens: **this critique** is clear in her film Selma, which focuses on a pivotal moment in the civil rights movement while emphasizing the voices and experiences of individuals in the present day.
4. Scientists have long sought to identify the exact reasons behind yawning, which occurs when an individual inhales _____. However, psychologist Andrew Gallup has discovered that **these involuntary actions** may serve a significant function in helping to cool the brain and increase alertness.
5. In investigating the impact of external factors on alleviating symptoms of anxiety, Dr. Maria Johnson and her team discovered that while **calming techniques like soft music or gentle scents** can provide a momentary sense of peace, such _____ interventions tend to be less effective than more intense methods, such as exposure therapy.

Strategy #2: Play positive/negative



You may not know the meaning of a word, but determining positive/negative tone can help you narrow it down to the correct answer!

Positive/Negative Exercise: Move each word in the word bank below to the appropriate column, based on how it sounds. Then check your answers on the following page!

Word bank: congregation, hedonist, integrity, longevity, ostentatious, orator, substantiate, apathy, augment, expedite, dogmatic, novel, affable, indolence, squander

| <u>Positive</u> | <u>Negative</u> | <u>Neutral</u> |
|-----------------|-----------------|----------------|
| | | |



Strategy #3: Build Your Vocabulary Using Linguistics

Words are made up of roots, prefixes, and suffixes. If you know what the parts of words mean, you have a better chance of understanding the meaning of the word!

EXERCISE:

Let's break a few words down into their parts to decipher their meaning.

Example 1:

Misogynist

Example 2:

Philanthropist

Example 3:

Pugnacious

Roots, Prefixes, & Suffixes

| Part | Type | Meaning | Examples |
|-----------------|--------|---------------------|---|
| a | Prefix | without | apathy, amoral, asymmetrical |
| ab | Prefix | away | absent, abduct, abnormal, abort |
| acu | Root | sharp | acute, acupressure, acupuncture |
| agri | Root | farming | agriculture, agrarian |
| alb | Root | white | albino, albumen, albacore |
| amb | Prefix | both | ambivalent, ambiguous, ambidextrous |
| ambul | Root | walk, move | amble, ambulance, ambulant |
| amic | Root | friendly | amicable, amicably, dynamic |
| ana | Prefix | back | anachronism, anabasis |
| ant/anti | Prefix | against, opposite | antagonist, antidote, antibiotics |
| arche/i | Root | primitive, origin | archaic, archaeology, archive |
| auto | Root | self | autopilot, autonomous, autocratic |
| bel | Root | war, fight | rebel, antebellum, bellicose |
| bene | Root | good | benefit, benign, benevolent, benefactor |
| bi | Prefix | two | bicycle, biceps, biscotti, biweekly |
| cata | Root | intensive/according | cataclysm, catastrophic, catalog |
| ced/cess | Root | go, withdraw | recede, exceed, recession |



| | | | |
|-------------------|--------|-----------------------|---|
| ceive | Suffix | take | receive, perceive, reconceive |
| cent | Root | hundred | centennial, century, percent |
| cerebr | Root | brain | cerebral, cerebrated |
| cert | Root | sure | certain, ascertain, certify |
| chron | Root | time | chronicle, chronology, anachronism |
| cide | Root | kill | genocide, pesticide |
| circum | Root | around | circumference, circumstance |
| clam | Root | shout, speak | exclaim, clamor, proclaim |
| clar | Root | clear | clarify, clarification, declare |
| clud/clus | Root | close | conclusion, seclude, conclude |
| clin | Root | lean | inclination, incline, recline |
| co | Prefix | with, together, joint | coauthor, cosign, collaborate, cooperate |
| cog | Root | know | cognitive, incognito, cognition |
| con | Prefix | together, common | connect, convention, concur |
| contra | Prefix | against | contraband, contrary |
| corp | Root | body | corporation, corpse, corporal |
| counter | Prefix | opposing, contrary | counteract, counterintuitive, counteroffer |
| cracy/crat | Suffix | rule | democracy, democrat, theocracy, bureaucracy |
| cred | Root | believe | incredible, credit, credulous, credence |



| | | | |
|---------------------|--------|------------------|---|
| crypt | Root | hidden, secret | cryptic, encrypt |
| culp | Root | blame, fault | culpable, exculpate, culprit |
| cumul | Root | mass, heap | accumulate, cumulative |
| dem | Root | people | democracy, demographics |
| di | Prefix | twice, two | dilemma, diverse, dioxide |
| dia | Prefix | across, through | dialogue, diameter, diagnosis |
| domin | Root | master | dominate, predominate, domineering |
| don | Root | give | donate, pardon, donor |
| dorm | Root | sleep | dormitory, dormant, dormer |
| dur | Root | harden, lasting | durable, duration, endure |
| dyn | Root | power, energy | dynamite, dynamic |
| ence/anc | Suffix | state, condition | performance, conference, insurance |
| esth | Root | beauty, feeling | esthetician, aesthetic, kinesthesia |
| ethn | Root | nation, race | ethnicity, ethnology, ethnocentric |
| eu | Prefix | good, well | euphemism, euphoria |
| ex | Prefix | out, former | exit, ex-girlfriend, exterminate, extract |
| extra | Prefix | beyond | extraordinary, extraterrestrial, extravagance |
| fer | Suffix | carry, bring | transfer, ferry, conifer, confer |
| fid | Root | trust | confidence, fidelity |
| flect (flex) | Root | bend | reflect, flexible, inflect, deflect |



| | | | |
|------------------|--------|-----------------------|---------------------------------------|
| fore | Root | in front of, previous | before, therefore, forebode, forecast |
| fusc | Root | dark | obfuscation, infusate, subfuscous |
| ger | Root | old age | geriatrics, gerontology |
| grad/gres | Root | to step, to go | digress, gradual, graduate |
| gyn | Root | woman | gynecology, androgynous, misogyny |
| homo | Prefix | same, alike | homogeneous, homonym, homeopath |
| hyper | Prefix | over, beyond | hyperactive, hyperventilate |
| lab | Root | work | elaborate, laborious, collaborate |
| lat | Root | broad, wide | dilate, latitude |
| laud | Root | praise | laudably, applause, applaud |
| lex | Root | word, law | lexicology, dyslexic, alexia, lexicon |
| loq | Root | speech | loquacious, eloquent, colloquialism |
| luc | Root | light | elucidate, lucid, translucent |
| macro | Prefix | large, great | macroeconomics, macronutrients |
| mal | Root | bad, evil | malignant, malfeasance, malicious |
| medi | Root | middle | mediocre, medium, medieval |
| melan | Root | black, dark | melancholy, melanoma, melodrama |
| meta | Prefix | change, beyond | metaphysics, metamorphosis, |
| micro | Prefix | small | microscope, micronutrient |
| migr | Root | move | immigrant, emigrate, migrant, |



| | | | |
|-------------------|--------|---------------------|---|
| min | Prefix | small | minimum, minute, minuscule |
| mis | Prefix | wrong, bad | mistake, misinterpret, misogynist |
| miss (mit) | Root | send, cast | remit, dismiss, missile, emit |
| mono | Prefix | one | monotheism, monodiglyceride |
| mort | Root | death | mortuary, immortal, mortify |
| nat | Root | born | innate, natural, natal |
| neg | Root | no | negate, negative, renege |
| neo | Prefix | new | neophyte, neonatal, neologistic, neocolonialism |
| nov | Root | new | novice, renovate, novelty |
| null | Root | none | nullify, nullification, nulliparity |
| ob (op) | Prefix | in the way, against | object, objection, opposition, obscure |
| omni | Prefix | all | omnipotent, omniscient, omnivorous |
| opt | Root | best | optimal, optimum, optimize |
| ous | Suffix | having | adventurous, hazardous, joyous |
| oxy | Root | sharp | oxymoron, oxidize |
| paleo | Root | ancient | paleontologist, Paleolithic, paleography |
| pan | Root | all | pandemic, panorama, panacea |
| para | Prefix | beside, related | parallel, parasite, paramedic |
| path | Root | feeling | antipathy, psychopath, apathy |
| ped | Root | foot, child | pedestrian, pediatrician, pedophile |



| | | | |
|-------------------|--------|----------------|---|
| pel (puls) | Root | drive, push | dispel, repulse, compel, compulsion |
| peri | Root | around | perimeter, peripheral |
| phil | Root | loving | philanthropic, philosophy, pedophile |
| phob | Root | fear | hydrophobia, phobia, claustrophobic |
| poly | Prefix | many | polytheistic, polyamorous, polygon |
| pos | Root | put, place | position, compose, deposit |
| post | Prefix | after | posterior, postpone, postmortem |
| pre | Prefix | before | prevent, predetermined, precaution, preview |
| pseudo | Root | not genuine | pseudonym, pseudoscience |
| pug | Root | to fight | pugnacious, repugnant, pugilist |
| pul | Root | urge | compulsion, impulsive, expulsion |
| purg | Root | clean | purge, purgatory, expurgate |
| re | Prefix | again | regenerate, reassess, reconfigure |
| reg | Root | guide, rules | regulate, regular, regent, regime |
| retro | Prefix | back, backward | retroactive, retrospect, retrograde |
| san | Root | health | sane, sanity, insane, sanitation |
| scend | Root | climb, go | ascend, crescendo, descent |
| sci | Root | to know | science, conscience, omniscient |
| scrib | Root | write | scribe, prescribe, inscribe, describe |
| se | Prefix | apart | secede, seclude, serum |



| | | | |
|-------------------|--------|-----------------|---|
| sect | Root | cut | dissect, intersect, section |
| sed | Root | sit | sediment, sedentary |
| sol | Root | comfort | consolation, solace |
| soph | Root | wise | philosophy, sophisticated, sophism |
| sub | Prefix | below, under | submarine, subpar |
| super | Prefix | above/over | superior, superlative, superable |
| syn (sym) | Root | with, together | synonym, sympathy |
| tact | Root | to touch | contact, tactile |
| tax | Root | arrangement | syntax, taxonomy, ataxia |
| tele | Root | far | telephone, telescope, telegraph |
| tort | Root | twist | contort, distort, retort |
| trans | Prefix | across, through | transaction, translate, transport |
| un | Prefix | not | unfair, unfriendly, uncontrollable |
| uni | Prefix | one | unicycle, united, unison |
| vac | Root | empty | vacuum, vacant, evacuate |
| viv / vit | Root | life | vitality, vivacious |
| vor (vour) | Root | eat | devour, voracious, carnivore, herbivore |
| xen | Root | foreign | xenocide, xenophobic, xenophile |



🧐 Study Tips 🧐

1. Study this list weekly. START NOW!
2. Break it up into chunks (i.e. a page at a time, a letter at a time)
3. Quiz yourself by covering up the meaning and example words to see if you can recall them from memory

Linguistics Quiz!

Try to complete this quiz without looking at your chart.

1. What does the root *eu* mean? _____
2. What does the prefix *aba-* mean? _____
3. What does the suffix *-ious* mean? _____
4. What does the prefix *mis-* mean? _____
5. What does the root *gyn* mean? _____
6. What does the word *misogynist* mean? _____
7. What does the root *bene* mean? _____
8. What does the root *pug* mean? _____
9. What does the root *anthro* mean? _____
10. What does the root *phil* mean? _____
11. What does the prefix *a-* mean? _____
12. What does the root *soph* mean? _____
13. What does the root *log* mean? _____
14. What does the root *fid* mean? _____
15. What does the prefix *im/in -* mean? _____

High-Probability SAT Word-List

| Word | Meaning |
|---------------------------------|--|
| Mutable | liable to change |
| Homogenous | of the same kind; alike |
| Secluded | far away from other people; very quiet |
| Eliciting | to draw out; extract |
| Exploiting | make full use of |
| Monetizing/ Capitalising | earn revenue from something |
| Belies | to give an idea that something is false or not true |
| Forestall | to take action to prevent someone from doing something |
| Underscore | highlight |
| Overshadow | to make someone/something seem less important |
| Satirized | to use satire to show faults in a person |
| Eclipsed | to make someone feel less important |
| Augmented | to make something larger or fuller |
| Convened | to bring together a group of people |
| Idiosyncratic | Having strange or unusual habits or ways of behaving |
| Incongruous | not in harmony with the environment; not the same/ equal |
| Opportune for | favourable for a particular action or event |

| | |
|---------------------|--|
| Presumptuous | excessively bold or forward; overstepping |
| Ambiguous | not having one obvious meaning; unclear ideas |
| Placated by | to stop someone from feeling angry |
| Apprised of | to be informed about something |
| Wrought | worked into shape by artistry or effort; to make someone/yourself work very hard |
| Bestow | confer or present |
| Apathy | lack of interest, enthusiasm, or concern |
| Ambivalence | having mixed feelings or ideas |
| Acclaim | praise |
| Foresight | The ability to predict what will happen in the future |
| Discern | recognize or find out |
| Yield | produce or create |
| Perceptible | able to be seen or noticed |
| Permissible | permitted; allowed |
| Palpable | that can be seen or touched |
| Repudiate | reject |
| Corroborate | provide evidence for |
| Superfluous | not necessary |
| Immutable | Unchanging over time |
| Pretentious | trying to appear more clever/important |



| | |
|------------------------------|---|
| <i>Subvert</i> | undermine the power and authority of |
| <i>Intercede</i> | intervene on behalf of another |
| <i>Vindicate</i> | clear someone of blame or suspicion |
| <i>Evince</i> | indicate |
| <i>Preclude</i> | prevent something from happening |
| <i>Induce</i> | cause |
| <i>Concur with</i> | agree with someone or something |
| <i>Nebulous</i> | vague or unclear |
| <i>Unprecedented</i> | never done or known before |
| <i>Erratic</i> | irregular pattern |
| <i>Precipitating</i> | to occur prematurely |
| <i>Engendering</i> | rise/increase |
| <i>Insurmountable</i> | too great to be overcome |
| <i>Accentuate</i> | magnify |
| <i>Conjectures</i> | an opinion or conclusion formed based on incomplete information |
| <i>Salvage</i> | save |
| <i>Supplant</i> | replace |
| <i>Brooded on</i> | to think a lot about something that makes you upset or anxious |
| <i>Assuage</i> | to make an unpleasant feeling less strong |
| <i>Denounce</i> | publicly declare to be wrong or evil |
| <i>Discount</i> | to consider something not important |

| | |
|------------------------|--|
| Misconstrue | interpret wrongly |
| Denigrate | to criticise someone/something in an unfair way |
| Arcane | understood by few; mysterious |
| Defunct | no longer existing or functioning |
| Ubiquitous | present everywhere |
| Disparage | to criticize something/someone in a disrespectful way |
| Stymie | hinder the progress of |
| Outstrip | move faster and overtake someone |
| Imperative | of vital importance |
| Prohibitive | too expensive for most people; prevent something from being done |
| Buttress | strengthen or support |
| Constrict | make something narrower |
| Mitigate | to make less stressful or painful; alleviate |
| Candour | the quality of being open and honest |
| Reverence | respect |
| Prudence | cautious |
| Inconsequential | of little value or importance |
| Momentous | of great importance or significance |
| Exhaustive | including everything possible |
| Ingenious | Clever, original, inventive |
| Affecting | touching the emotions; moving |

| | |
|-----------------------|--|
| Pristine | in its original condition |
| Meticulous | great attention to detail |
| Supposition | an idea which a person thinks may be true but which has not shown to be true; suppose/assume |
| Synopsis | a summary or overview of something |
| Insuperable | impossible to solve |
| Ineluctable | inescapable; unable to be avoided |
| Unequivocal | leaving no doubt; clear |
| Irreproachable | beyond criticism; faultless |
| Enduring | lasting for a long time; durable |
| Conspicuous | clearly visible |

Strategy #4: Study this High Probability Vocab List

These are words that have come up already on the SAT and have a tendency to repeat.

Study Tips

4. Study these high probability words weekly. START NOW!
5. Break it up into chunks (i.e. a page at a time, a letter at a time)
6. Quiz yourself by covering up the meaning and example words to see if you can recall them from memory



Strategy #5: If You're Still Stuck, Move On!

You should spend no more than ~30 seconds on each words in context question.

If you're not sure after using your strategies, make a guess and move on. You can flag it to come back to later.

Strategy #6: Create Your Own List of Words You Don't Know

Every time you encounter a word while you're prepping and you don't know it, add it to your own custom list and look up it's definition

On the following few pages, you can add to your list!

Chapter 3 - Reading Skills & Strategies





Reading Skill #1: Literal Comprehension (Precision Reading)

The SAT Reading section tests **literal comprehension**—your ability to understand **exactly what the author says and exactly what the text supports**.

Literal comprehension means:

- Staying anchored to the words on the page
 - Choosing answers that can be **directly supported by specific lines**
 - Trusting what is stated, not what *seems* reasonable
-

Not literal comprehension:

- Adding assumptions
- Stretching or exaggerating claims
- Inferring ideas the text does not clearly state

 **SAT Rule:**

If you can't point to a line that proves it, it's not the answer.



Goals for Today

By the end of this session, you will be able to:

- Accurately explain what a passage says
- Predict the answer after reading the question, but **before** looking at answers

Passage 1

*Directions: Read the passage **once silently**. Don't worry about the question or answers yet.*

Many intellectual histories of the Black Power movement of the 1960s and 1970s rely heavily on essays and other explicitly ideological works as primary sources, a tendency that can overrepresent the perspectives of a small number of thinkers, most of whom were male. Historian Ashley D. Farmer has shown that expanding the array of primary sources to encompass more types of print material—including political cartoons, advertisements, and artwork—leads to a much better understanding of the movement and the crucial and diverse roles that Black women played in shaping it.

Part 1: What Did You Just Read?

👉 Rate your understanding of what you just read on a scale of 1-10: _____

1. What was the passage about? Provide an overall 1-2 sentence summary of the overall point of the passage.



Part 2: Sentence-by-Sentence Understanding

Sentence 1: Be Precise

Directions: Please read sentence 1 outloud. Translate it directly into your own words.

Many intellectual histories of the Black Power movement of the 1960s and 1970s rely heavily on essays and other explicitly ideological works as primary sources, a tendency that can overrepresent the perspectives of a small number of thinkers, most of whom were male.

2. What is sentence 1 saying, precisely?

Sentence 2: Be Precise

Read sentence 2 outloud. Translate it directly into your own words.

Historian Ashley D. Farmer has shown that expanding the array of primary sources to encompass more types of print material—including political cartoons, advertisements, and artwork—leads to a much better understanding of the movement and the crucial and diverse roles that Black women played in shaping it.

3. What is sentence 2 saying, precisely?



Part 3: Connecting the Ideas

4. How are sentences 1 and 2 connected?

Part 4: Predict the Main Idea

Predict the main idea (in one sentence).

Main Idea:



Part 5: Answer the Main Idea Question

Many intellectual histories of the Black Power movement of the 1960s and 1970s rely heavily on essays and other explicitly ideological works as primary sources, a tendency that can overrepresent the perspectives of a small number of thinkers, most of whom were male. Historian Ashley D. Farmer has shown that expanding the array of primary sources to encompass more types of print material—including political cartoons, advertisements, and artwork—leads to a much better understanding of the movement and the crucial and diverse roles that Black women played in shaping it.

Which choice best describes the main idea of the text?

- A.** Farmer’s methods and research have enriched the historical understanding of the Black Power movement and Black women’s contributions to it.
- B.** Before Farmer’s research, historians had largely ignored the intellectual dimensions of the Black Power movement.
- C.** Other historians of the Black Power movement have criticized Farmer’s use of unconventional primary sources.
- D.** The figures in the Black Power movement whom historians tend to cite would have agreed with Farmer’s conclusions about women’s roles in the movement.

Eliminate Answers

| Choice | Keep / Eliminate | Why |
|--------|------------------|-----|
| A | | |
| B | | |
| C | | |
| D | | |

Final Answer: _____

Mini-Lesson: How Paragraphs Are Structured

1. The Conclusion Sandwich 🍞

On the SAT, the most important information often appears **near the beginning and the end** of a passage. Strong argumentative or explanatory writing often:

- **Introduces the main claim or takeaway early (although not always —> sometimes it just introduces the topic)**
- **Develops that idea with evidence, explanation, or context**
- **Ends by reinforcing, clarifying, or extending the main claim**

👉 **SAT Reminder: The first idea is not always the author’s final position—watch for shifts or refinements.**

2. The Information Funnel ▼

Ideas typically move:

- From _____ → _____
- From _____ → _____

Ask yourself:

- What’s the big idea?
- What details support it?



3. Determining Important vs. Insignificant Information in the Text

The SAT loves to fill the reading passages with unimportant information so that you can easily lose sight of the argument.

Using Passage 1 as an example, let's determine which parts of the passage are important/unimportant:

| Passage Detail | Important? (Y/N) |
|--|------------------|
| The exact years (1960s and 1970s) | |
| The name Ashley D. Farmer | |
| That historians rely heavily on ideological essays | |
| That women's roles were underrepresented | |
| The specific types of print material listed | |



4. Common Argument Structures on the SAT

SAT passages often follow predictable **argument structures**. Identifying the structure helps you determine the **author's role** and avoid misreading the main idea.

You will commonly see:

- **A commonly held belief → followed by a correction or refinement**
(The author is usually challenging, qualifying, or updating this view — not agreeing with it.)
- **Presentation of other people's viewpoints or prior research**
(These views are often background or contrast, not the author's own opinion.)
- **An objective explanation of research, trends, or findings**
(The author may report information without taking a personal stance.)

 Key Question:

Is the author arguing something, summarizing research, or challenging a common assumption?

SAT Rule

Do not assume the author agrees with the first viewpoint presented.
The author's position is often revealed **after** the setup.



Passage 2

Directions: Read the passage **once silently**. Don't worry about the question or answers yet.

Elena R. Navarro and colleagues relied on historical DNA (hDNA)—genomic data incidentally preserved in specimens housed in natural history collections—to investigate the evolutionary origins of a parasitic organism affecting amphibians. Although this approach offers unique benefits, such as access to genomic data from eradicated populations, it remains a relatively underutilized resource because hDNA is often to some extent degraded, a situation not easily remediable under current methodological paradigms and with extant DNA extraction and analysis technologies.

Part 1: What Did You Just Read?

👉 Rate your understanding of what you just read on a scale of 1-10: _____
👉

1. What was the passage about? Provide an overall 1-2 sentence summary of the overall point of the passage.



Part 2: Sentence-by-Sentence Understanding

Sentence 1: Be Precise

Read sentence 1 outloud. Translate it directly into your own words.

Elena R. Navarro and colleagues relied on historical DNA (hDNA)—genomic data incidentally preserved in specimens housed in natural history collections—to investigate the evolutionary origins of a parasitic organism affecting amphibians.

2. What is sentence 1 saying, precisely?

Sentence 2: Be Precise

Read sentence 2 outloud. Translate it directly into your own words.

Although this approach offers unique benefits, such as access to genomic data from eradicated populations, it remains a relatively underutilized resource because hDNA is often to some extent degraded, a situation not easily remediable under current methodological paradigms and with extant DNA extraction and analysis technologies.

3. What is sentence 2 saying, precisely?



Part 3: Connecting the Ideas

4. What is a positive characteristic of hDNA?

Positive:

5. What is a negative characteristic of hDNA?

Negative:

Part 4: Predict the Answer to the Question

Which statement about hDNA is best supported by the passage? (there may be more than one answer to this)

hDNA is...

Answer prediction #1:

Answer prediction #2:



Part 5: Answering the Question

Elena R. Navarro and colleagues relied on historical DNA (hDNA)—genomic data incidentally preserved in specimens housed in natural history collections—to investigate the evolutionary origins of a parasitic organism affecting amphibians. Although this approach offers unique benefits, such as access to genomic data from eradicated populations, it remains a relatively underutilized resource because hDNA is often to some extent degraded, a situation not easily remediable under current methodological paradigms and with extant DNA extraction and analysis technologies.

Which statement about hDNA is best supported by the passage?

- A. It may yield insights that other types of genomic data cannot.
- B. It has thus far proved valuable mainly to researchers studying parasites.
- C. It may be underused because of its controversial status among scientists.
- D. It tends to be much more degraded than other types of DNA of comparable age.

Eliminate Answers

| Choice | Keep / Eliminate | Why |
|--------|------------------|-----|
| A | | |
| B | | |
| C | | |
| D | | |

Final Answer: _____



So far, we've read each passage twice—once for overall understanding and once sentence by sentence. On the real SAT, this approach isn't time-efficient.

 **Time-Saving Tip**

Start immediately with the sentence-by-sentence approach, reading the entire passage only one time.

Passage 3

Part 1: Directly Translate Each Sentence into Your Own Words to Understand Its Meaning

Modern dog breeds have largely emerged over the past 160 years as a result of intentional crossbreeding by humans to select for specific physical traits. Many owners also believe that certain breeds are predisposed to particular personality characteristics—for example, that basset hounds are especially affectionate or that boxers are easy to train. However, Kathleen Morrill and her colleagues found, using owner surveys and DNA sequencing of 2,000 dogs, that although physical traits are reliably inherited within purebred dogs, behavioral traits vary widely even among dogs of the same breed.

Part 2: Quick Orientation (Analyzing the Structure of the Passage)

1. What is the author setting up in the first sentence? (Check One)

- Background
- A Commonly Held Belief
- A research finding
- A problem



2. What is the author setting up in the second sentence? (Check One)

- Background
- A Commonly Held Belief
- A research finding
- A problem

3. Where does the author's main shift occur? (Check One)

- First sentence
- Second sentence
- Third Sentence

3. What word signals the shift? _____

4. How are sentences 2 and 3 connected?

Part 3: Predict the Answer to the Question (Asking for Main Idea)

Main Idea (In Your Own Words)



Part 4: Answering the Question

Modern dog breeds have largely emerged over the past 160 years as a result of intentional crossbreeding by humans to select for specific physical traits. Many owners also believe that certain breeds are predisposed to particular personality characteristics—for example, that basset hounds are especially affectionate or that boxers are easy to train. However, Kathleen Morrill and her colleagues found, using owner surveys and DNA sequencing of 2,000 dogs, that although physical traits are reliably inherited within purebred dogs, behavioral traits vary widely even among dogs of the same breed.

Which choice best states the main idea of the text?

- A. Dog breeds would not exist without many years of human intervention in dogs' reproduction.
- B. Research fails to confirm a commonly held belief about dog breeds and behavior.
- C. The dog breeds most popular among owners have often changed over the past 160 years.
- D. A study of dog breeds is notable for its usage of both opinion surveys and DNA sequencing.

Eliminate Answers

| Choice | Keep / Eliminate | Why |
|--------|------------------|-----|
| A | | |
| B | | |
| C | | |
| D | | |

Final Answer: _____



Answer Key for Reading Skill #1: Literal Comprehension

Passage 1: A

Passage 2: A

Passage 3: B



Reading Skill #2: Using Strategies

Using strategies simplifies what can otherwise be a pretty complicated reading passage. This is a timed test, so strategies will help you get to the correct answers more quickly!

SAT Reading Strategies

- ✓ **Strategy #1:** Break up the reading passages into two separate blocks to maximize focus and attention (See execution strategy #2 on page 10)
- ✓ **Strategy #2:** Find 3 wrong answers instead of 1 right answer
- ✓ **Strategy #3:** Find synonyms in the answer choice to the text
- ✓ **Strategy #4:** Pay attention to adverbs of degree like “largely” or “partly”
- ✓ **Strategy #5:** When reading, call people by their initials if they have names that are hard to pronounce
- ✓ **Strategy #6:** Skip over any big words you don’t know
- ✓ **Strategy #7:** Simplify what the passage is saying by pulling out the words/phrases that you do understand and putting it in your own words
- ✓ **Strategy #8:** Annotate when you are getting lost
- ✓ **Strategy #9:** If the text doesn’t say it, don’t pick it!
- ✓ **Strategy #10:** Understand **positive**^{↑↑} vs. **negative**^{↑↓} correlations | & **direct** vs. **indirect** correlations
- ✓ **Strategy #11:** Poems/Fiction Passages: Avoid answer choices that are too literal
- ✓ **Strategy #12:** Play positive/negative
- ✓ **Strategy #13:** Get good at pinpointing the claim in the text



Classifying Adverbs of Degree Exercise: Put each word in its proper column.

Mostly **Comparably** **Chiefly** **Primarily** **Substantially**
Broadly **Predominantly** **Uniformly** **Somewhat** **Moderately**
Marginally **Partially** **Considerably** **Extensively** **On par**
Proportionally **Significantly** **Fractionally** **Commensurately**

| Largely | Partly | Equally |
|---------|--------|---------|
| | | |

★ *It is important to be mindful when you see adverbs of degree in the text and/or answer choices. If they provide a different type of adverb of degree in the answer than what the text said, it makes the entire answer choice incorrect.* ★



Finding Synonyms Exercise: Please select the phrase that most closely matches the original statement.

1. "To a significant degree"

—

- A. Minimally
- B. Slightly
- C. Substantially
- D. Barely

4. "Without exception"

2. "In the same manner"

- A. Rarely
- B. Occasionally
- C. Always
- D. With caution

- A. Differently
- B. Equally
- C. Independently
- D. Unevenly

5. "Taken into account"

3. "Shows reluctance"

- A. Overlooked
- B. Ignored
- C. Considered
- D. Discounted

- A. Demonstrates enthusiasm
- B. Expresses hesitation
- C. Acts decisively
- D. Moves quickly

6. "Unbiased perspective"



- A. Objective viewpoint
- B. Strong opinion
- C. Partial judgment
- D. Personal belief

7. "Has a different origin"

- A. Resulted from a collision
- B. May not be a remnant of
- C. Descended from the same source
- D. Gradually moved away from

8. "Has the potential to"

- A. Will certainly
- B. Lacks the ability to
- C. Could possibly
- D. Will never

9. "Positioned as a central figure"

- A. disputed by contemporaries
- B. eloquently stated arguments
- C. played a crucial role

- D. persuaded many people

10. "Expresses approval"

- A. Shows displeasure
- B. Offers criticism
- C. Voices support
- D. Remains neutral

11. "The principles of justice"

- A. Laws of society
- B. Codes of conduct
- C. Rules of the courtroom
- D. Foundations of fairness

12. "A pivotal moment"

- A. An unimportant event
- B. A minor setback
- C. A critical turning point
- D. A random occurrence

13. "A breach of trust"

- A. Violation of confidence
- B. Demonstration of loyalty



- C. Act of kindness
- D. Display of ignorance

14. "insufficient to completely describe a narrative"

- A. Not fully encompassed
- B. interpreted differently
- C. can be easily understood
- D. out of chronological order is more difficult to understand

15. "creating levels of uncertainty to which foreign investors are typically averse"

- A. initial investments are too large for foreign investors to supply
- B. developing countries tend to become less dependent on foreign investment
- C. can lead to unattractive conditions for investors
- D. foreign investors tend to avoid initial investments in natural-resource industries

16. "The fruits of labor"

- A. Benefits of hard work
- B. Products of nature

- C. Results of an experiment
- D. Components of a meal

17. "An agent of change"

- A. A cause of disruption
- B. A symbol of constancy
- C. A source of transformation
- D. A product of inertia

18. "The fabric of society"

- A. The material of the government
- B. The structure of a family
- C. The framework of social norms
- D. The foundation of a building

19. "A seat of power"

- A. A symbol of leadership
- B. A place for seating
- C. A tool of authority
- D. A sign of respect —

20. "As framed in our Constitution"

- A. As debated in Parliament



- B. As written in our laws
- C. As discussed in modern times
- D. As changed by our forefathers

—

21. “Not yet commercially viable”

- A. cannot be widely used
- B. unable to improve technology
- C. make processes more inefficient
- D. stored for long-term commercial use

Synonyms Exercise Answers

- | | |
|-------|-------|
| 1. C | 12. C |
| 2. B | 13. A |
| 3. B | 14. A |
| 4. C | 15. C |
| 5. C | 16. A |
| 6. A | 17. C |
| 7. B | 18. C |
| 8. C | 19. A |
| 9. C | 20. B |
| 10. C | 21. A |
| 11. D | |



Annotations Exercise: Please fill in the first column with a symbol that you can use for shorthand annotations during a reading passage that is difficult to follow.

| Symbol/Shorthand | Meaning |
|------------------|---------------------------------|
| | Increase, growth, rise |
| | Decrease, decline, fall |
| | Leads to, results in, causes |
| | Change, difference |
| | Approximately, about |
| | Equals, is |
| | Does not equal, is not |
| | Plus, and, addition |
| | Minus, less, subtraction |
| | Important, key point, note this |



| | |
|--|---------------------------------|
| | With |
| | Without |
| | Because |
| | Versus, in contrast to |
| | At, regarding |
| | Number |
| | Therefore |
| | Question, needs clarification |
| | Direct (Positive) Correlation |
| | Indirect (Negative) Correlation |



Synonyms for “Claim” Exercise: *List as many synonyms to the word “claim” that you can think of. This will help you to identify the claim in the text.*

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Pinpointing the Undermine Statement Exercise: *List as many synonyms to the word “undermine” that you can think of. This will help you to identify the undermine statement in the text.*

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |



Synonyms for Claim Answer Key:

| | | |
|----------|-----------|---------|
| Assert | Contend | Purport |
| Declare | Profess | Aver |
| State | Attest | Swear |
| Maintain | Proclaim | Suggest |
| Affirm | Argue | Propose |
| Allege | Hold | |
| Insist | Postulate | |
| Avow | Pronounce | |

Synonyms for Undermine Answer Key:

| | | |
|----------|------------|------------|
| Sabotage | Devalue | Undercut |
| Weaken | Debase | Thwart |
| Subvert | Compromise | Diminish |
| Erode | Invalidate | Jeopardize |





Reading Skill #3: Identifying Types of Wrong Answer Choices

On this test, it is better to find 3 wrong answers than 1 right answer.

The SAT is laden with answers that sound *great*. If you're not critical of each and every answer you read, you will likely pick a trap answer. Try to find something wrong with each answer choice as you read it.

If you're familiar with the types of wrong answers you will encounter and can spot them, then you are a step ahead of the test designers. (Consult with page 8 in this workbook if you forget any).

What are the common types of wrong answers ? (full list on page 8 in this workbook)







Exercise: Identify the wrong answers & classify what type they are.

To understand how Paleolithic artists navigated dark caves, archaeologist M^a Ángeles Medina-Alcaide and her team tested different lighting methods in a cave in Spain using replicas of artifacts found in European caves with art. They used three different Paleolithic light sources—torches, animal-fat lamps, and fireplaces—determining that each light had a specific purpose. For instance, the team learned that the animal-fat lamps were less useful than torches while walking because the lamps didn't illuminate the cave floor.

Which choice best states the main idea of the text?

- A. Medina-Alcaide and her team's study demonstrated that fireplaces were essential to the creators of Paleolithic cave art.
- B. Medina-Alcaide and her team discovered that Paleolithic cave artists in Spain used animal-fat lamps more often than they used torches.
- C. Medina-Alcaide and her team were reluctant to draw many conclusions from their study because of the difficulty they had replicating light sources based on known artifacts.
- D. Medina-Alcaide and her team tested Paleolithic light sources and learned some details about how Paleolithic artists traveled within dark caves.



Answers to Exercise

A. Medina-Alcaide and her team's study demonstrated that fireplaces were essential to the creators of Paleolithic cave art.

1. Irrelevant (The first sentence says that they were trying to figure out how artists navigated dark caves)

-or-

2. Could be true, but not enough info (Maybe they do feel that way, but it wasn't mentioned in the text)

B. Medina-Alcaide and her team discovered that Paleolithic cave artists in Spain used animal-fat lamps more often than they used torches.

1. Too broad/general (the text mentions they were used differently for different purposes. this is too general of a statement and doesn't highlight a specific purpose)

-or-

2. Opposite (they highlighted a time when torches were actually used more than animal fat lamps)

C. Medina-Alcaide and her team were reluctant to draw many conclusions from their study because of the difficulty they had replicating light sources based on known artifacts.

1. Irrelevant (Nothing like this was said in the passage)

D. Medina-Alcaide and her team tested Paleolithic light sources and learned some details about how Paleolithic artists traveled within dark caves.

This is the correct answer!





Reading Skill #4: Ignoring the “Fluff”

The SAT is notorious for giving you too much information so that you can waste time and get “lost in the weeds.”

Really good SAT test-takers can differentiate between the important stuff and the “fluff.”

Let’s start by highlighting a grammar example, which will be good review for you:

Fluff Example 1 - Standard English Convention Question

Cross off any unnecessary wording to make the sentence shorter and easier to digest.

Working from an earlier discovery of Charpentier’s, chemists Emmanuelle Charpentier and Jennifer Doudna—winners of the 2020 Nobel Prize in Chemistry—re-created and then reprogrammed the so-called “genetic scissors” of a species of DNA-cleaving bacteria _____ a tool that is revolutionizing the field of gene technology.

Which choice completes the text so that it conforms to the conventions of Standard English?

- A. to forge
- B. forging
- C. forged
- D. and forging



So the same skill applies for many reading questions. You can skip the “fluff” on the following types of questions:

Question Types that Have Lots of “Fluff”

- ✓ Big Picture Questions (Main Idea, Main Purpose, Overall Structure of Text)
- ✓ Graph Questions
- ✓ Logically Completes the Text (Inference) Questions
- ✓ Note-taking (Rhetorical Synthesis) Questions

Each type has a slightly different approach and flow. So, let’s dive right into a lesson on how to tackle each one...

But, before we do.. It’s time to reveal STP’s secret sauce for tackling the reading...

Really, most of these questions you just need to read one to two sentences MAX.

What sentence is the key that unlocks the code to crack the reading?

 The Last Sentence is the Key 

Here is the order of importance of the sentences in the text:

1. Last 1-2 sentences
2. First sentence (although often this is fluff)
3. Middle is usually fluff

Fluff Lesson 1 - Big Picture Questions

Big picture questions are of the following types: main purpose, main idea, and overall structure of text.

The fluff is in the middle of the text.

Big Picture Question Flow

- ✓ **Step #1:** Read the last sentence of the paragraph
- ✓ **Step #2:** Use process of elimination (look for synonyms)
- 💡 **Tip 1:** If you have it narrowed down to two, then read the first sentence.
- 💡 **Tip 2:** If it's an overall structure of text question, when you go to the answers, you are only looking at the last part of each answer choice.



Let's try some example questions on the next page.



Big Picture Practice

Example #1 - Overall Structure of Text

Michelen Pesantubbee, a historian and citizen of the Choctaw Nation, has identified a dilemma inherent to research on the status of women in her tribe during the 1600s and 1700s: the primary sources from that era, travel narratives and other accounts by male European colonizers, underestimate the degree of power conferred on Choctaw women by their traditional roles in political, civic, and ceremonial life. Pesantubbee argues that the Choctaw oral tradition and findings from archaeological sites in the tribe's homeland supplement the written record by providing crucial insights into those roles.

Which choice best describes the overall structure of the text?

- A. It details the shortcomings of certain historical sources, then argues that research should avoid those sources altogether.
- B. It describes a problem that arises in research on a particular topic, then sketches a historian's approach to addressing that problem.
- C. It lists the advantages of a particular research method, then acknowledges a historian's criticism of that method.
- D. It characterizes a particular topic as especially challenging to research, then suggests a related topic for historians to pursue instead.

👉 *Note: With overall structure of text, only read the last part of each answer choice after reading the last sentence of the paragraph.*

Example #2 - Main Purpose of Text



Space scientists Anna-Lisa Paul, Stephen M. Elardo, and Robert Ferl planted seeds of *Arabidopsis thaliana* in samples of lunar regolith—the surface material of the Moon—and, serving as a control group, in terrestrial soil. They found that while all the seeds germinated, the roots of the regolith-grown plants were stunted compared with those in the control group. Moreover, unlike the plants in the control group, the regolith-grown plants exhibited red pigmentation, reduced leaf size, and inhibited growth rates—indicators of stress that were corroborated by postharvest molecular analysis.

Which choice best states the main purpose of the text?

- A. It describes an experiment that addressed an unresolved question about the extent to which lunar regolith resembles terrestrial soils.
- B. It compares two distinct methods of assessing indicators of stress in plants grown in a simulated lunar environment.
- C. It presents evidence in support of the hypothesis that seed germination in lunar habitats is an unattainable goal.
- D. It discusses the findings of a study that evaluated the effects of exposing a plant species to lunar soil conditions.



Example #3 - Main Idea of Text

Several scholars have argued that conditions in England in the late ninth through early eleventh centuries—namely, burgeoning literacy amid running conflicts between England’s Anglo-Saxon kingdoms and Danish invaders—were especially conducive to the production of the Old English epic poem *Beowulf*, and they have dated the poem’s composition accordingly. It is not inconceivable that *Beowulf* emerged from such a context, but privileging contextual fit over the linguistic evidence of an eighth- or even seventh-century composition requires a level of justification that thus far has not been presented.

Which choice best states the main idea of the text?

A. Although there are some grounds for believing that *Beowulf* was composed between the late ninth and early eleventh centuries, advocates for that view tend to rely on evidence that has been called into question by advocates for an earlier date.

B. Although several scholars have dated *Beowulf* to the late ninth through early eleventh centuries, others have argued that doing so privileges a controversial interpretation of the social conditions of the period.

C. Although *Beowulf* fits well with the historical context of England in the late ninth through early eleventh centuries, it fits equally well with the historical context of England in the seventh and eighth centuries.

D. Although the claim of a late ninth- through early eleventh-century composition date for *Beowulf* has some plausibility, advocates for the claim have not compellingly addressed evidence suggesting an earlier date.

Answers to Big Picture Practice

1. B
2. D
3. D





★ Note: You can also follow the same flow as Big Picture questions for **Based on the Text/Suggests in the Text Questions!** These are basically like big picture questions because if you're basing something on the text, you're considering the text as a whole.

Just read the **last** sentence.

Example 1 - Text Strongly Suggests Question

The most recent iteration of the immersive theater experience *Sleep No More*, which premiered in New York City in 2011, transforms its performance space—a five-story warehouse—into a 1930s-era hotel. Audience members, who wander through the labyrinthine venue at their own pace and follow the actors as they play out simultaneous, interweaving narrative loops, confront the impossibility of experiencing the production in its entirety. The play's refusal of narrative coherence thus hinges on the sense of spatial fragmentation that the venue's immense and intricate layout generates.

What does the text most strongly suggest about *Sleep No More's* use of its performance space?

- A. The choice of a New York City venue likely enabled the play's creators to experiment with the use of theatrical space in a way that venues from earlier productions could not.
- B. Audience members likely find the experience of the play disappointing because they generally cannot make their way through the entire venue.
- C. The production's dependence on a particular performance environment would likely make it difficult to reproduce exactly in a different theatrical space.
- D. Audience members who navigate the space according to a recommended itinerary will likely have a better grasp of the play's narrative than audience members who depart from that itinerary.



Example 2 - Based on the Text

In superfluorescence, electrical charges known as dipoles emit light in synchronized bursts so intense that they are visible to the eye. Until recently, this phenomenon has only been observed at extremely cold temperatures because dipoles cannot synchronize at higher temperatures. But in a study, Melike Biliroglu and colleagues observed superfluorescence at room temperature in thin films made of perovskite and other similarly crystalline materials; the researchers propose that the formation of shock-absorbing quasiparticles called polarons in the material protects dipoles from thermal interference.

Based on the text, how are polarons believed to be involved in the superfluorescence observed in Biliroglu and colleagues' study?

- A. Polarons enable superfluorescent bursts to cross from one crystalline material to another.
- B. Polarons allow for the dipoles to synchronize despite higher temperatures.
- C. Polarons accelerate the dipoles' release of superfluorescent bursts.
- D. Polarons decrease the intensity of the superfluorescent burst.

 *Important Note: You cannot cut corners on poems/fiction passages. Since there isn't a predictable structure to these, you will have to read the whole thing.*

Answers

- 1. C
- 2. B

Fluff Lesson 2 - Graph Questions



The “fluff” on graph questions comes in two places:

1. The first 2-3 sentences of the paragraph under the graph
2. The graph itself!

Graph Questions Flow

✔ Step 1: Read the Question

- 👉 Is it a support or undermines?
- 👉 “Describes data” = probably don’t need graph
- 👉 “Uses data” = probably need graph

✔ Step 2: Look for the claim/hypothesis

Be mindful if the claim has two parts to it.

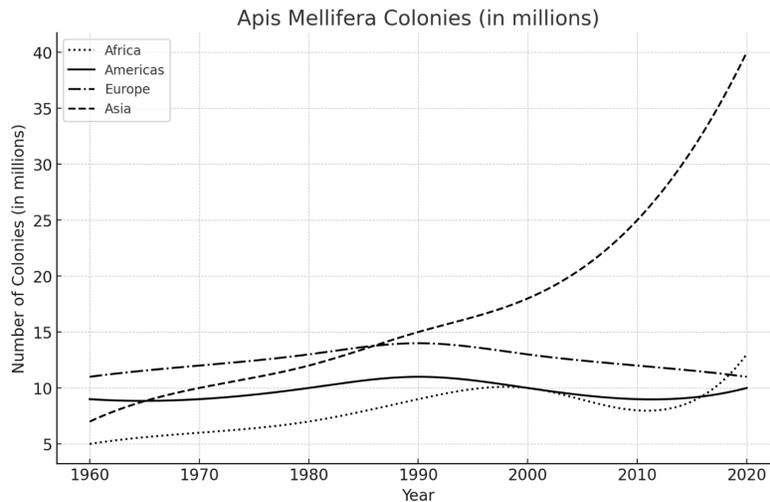
✔ Step 3: Look for 3 wrong answers

✔ Step 4: Look at graph (if needed)

*If you have it down to 2 and they both make sense, then look at the graph!
One answer will likely be inaccurate to the graph.*

Let’s practice this flow, starting with the example on the next page...

Example #1 - Student Wants Two Things



As part of a unit on pollination, a biology student is researching Colony Collapse Disorder, the mysterious disappearance of millions of honeybee (*Apis mellifera*) colonies in the early 2000s. Although many wild bee populations have continued to decline, the number of honeybees has actually increased on every continent. The student wants to emphasize that in some regions, honeybee populations had not only rebounded by 2020 but also reached their highest level in 60 years.

Underline the claim in the text. What two things does the student want to emphasize?

👉 (1)

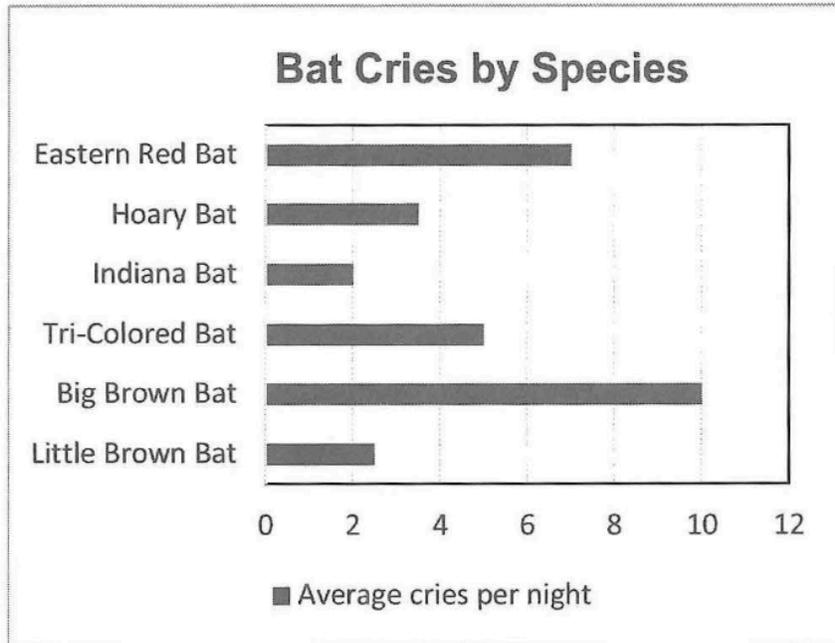
👉 (2)

Make sure to pick an answer that supports both of these things.

Which region included in the graph should the student cite to support this claim?

- A) Africa
- B) Americas
- C) Europe
- D) Asia

Example #2 - Undermine Example (No Graph Needed)



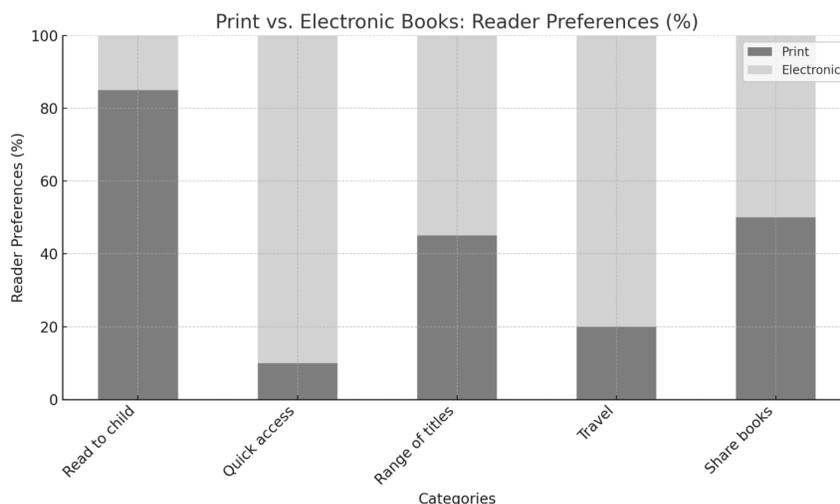
A student studying the presence of white-nose syndrome, a disease that has decimated bat populations across North America since 2007, examined data about the number of bats in a protected area. Because bats live in the dark and their cries are inaudible to people, biologists must use acoustic detectors to record their sounds and then analyze them to identify the species present in a given location. Observing that the highest number of cries came from big brown bats (*Eptesicus fuscus*), the student concluded that brown bat species were not affected by the disease.

Which statement best describes data from the graph that would undermine the student's conclusion?

- A) No bat species emitted more than 10 cries on average per night
- B) The number of cries from little brown bats was among the lowest of any species.
- C) More cries were recorded for tri-colored bats than for hoary bats.
- D) Eastern red bats were more vocally active than big brown bats.



Example #3 - Support Example (No Graph Needed)



Despite steady gains in readership and overall popularity, e-books are hardly positioned to replace print books. Rather, the two types of media complement each other, providing the same content in different forms. Print books and e-books each have unique attributes and serve distinct purposes, which vary by demographic and situational factors. Researchers Yin Zhang and Sunali Kudva used data from the National Reading Habits Survey to examine book-format preferences in a variety of situations. Although the pair found that e-books are firmly established as an option due to ease of accessibility, they also concluded that print books offer greater appeal to most readers in certain situations.

Which choice best describes data from the chart that supports Zhang and Kudva's finding?

- A) A large majority of readers seeking immediate access to a book preferred the electronic option, with less than 25% of readers opting for print.
- B) The percentage of readers who choose a format based on the variety of titles available was about 50% for both print books and e-books.
- C) More than 75% of readers preferred print books for reading to a child, and more than 60% preferred print books for sharing with other readers.
- D) When concerned about quick access or reading during travel, most readers preferred books in the same format.



Example #4 - Claim Has Two Parts AND No Graph Needed

| Antibiotic | General Effectiveness % | MRSA Effectiveness % |
|--------------|-------------------------|----------------------|
| Erithromycin | 31.94 | 26.92 |
| Vancomycin | 100 | 100 |
| Mupirocin | 90.28 | 73.08 |
| Penicillin | 5 | 0 |
| Clindamicin | 83.33 | 69.23 |
| Rifampicin | 86.11 | 61.54 |

MRSA- *Methicillen-resistant Staphylococcus aureus*- is a type of bacteria that is frequently responsible for hospital-acquired infections and is known for being exceptionally resistant to common antibiotics. When a group of these medications were compared in terms of their ability to cure MRSA infections versus a variety of other infections, researchers found that an antibiotic could demonstrate a high level of general effectiveness but that the same medication could be significantly less effective in combating MRSA. For example, ____.

According to the claim, these two conditions must be fulfilled:

👉 (1)

👉 (2)

Which choice most effectively uses data from the table to logically complete the text?

A) Erithromycin had a general effectiveness of nearly 32%, whereas its MRSA effectiveness was only about five points lower.

B) Whereas Mupirocin was around 17% less effective against MRSA than against general infections, the gap for Clindamicin was only about 14%.

C) Only Vancomycin was fully effective in combatting both general and MRSA bacteria.



D) Rifampicin showed a general effectiveness rate of more than 85%, whereas it was just over 60% effective against MRSA



Example #5 - Graph Is Needed

Employment by Sector in France and the United States, 1800–2012 (% of total employment)

| Year | Agriculture in France | Manufacturing in France | Services in France | Agriculture in US | Manufacturing in US | Services in US |
|------|-----------------------|-------------------------|--------------------|-------------------|---------------------|----------------|
| 1800 | 64 | 22 | 14 | 68 | 18 | 13 |
| 1900 | 43 | 29 | 28 | 41 | 28 | 31 |
| 1950 | 32 | 33 | 35 | 14 | 33 | 53 |
| 2012 | 3 | 21 | 76 | 2 | 18 | 80 |

Over the past two hundred years, the percentage of the population employed in the agricultural sector has declined in both France and the United States, while employment in the service sector (which includes jobs in retail, consulting, real estate, etc.) has risen. However, this transition happened at very different rates in the two countries. This can be seen most clearly by comparing the employment by sector in both countries in _____.

Which choice most effectively uses data from the table to complete the statement?

- A. 1900 with the employment by sector in 1950.
- B. 1800 with the employment by sector in 2012.
- C. 1900 with the employment by sector in 2012.
- D. 1800 with the employment by sector in 1900.

Graph Example Answers

1. A
2. B
3. C
4. D
5. A



Fluff Lesson 3 - Logically Completes the Text (Inference) Questions

The “fluff” on inference questions often comes here:

The first 2-3 sentences of the paragraph (Preliminary Info)

Inference Questions Flow

✔ **Step 1: Skim the answer choices**

Quickly glance to see what words are in the answer choices so you get a sense of what to focus on.

✔ **Step 2: Find the claim**

This will typically be in the last sentence before the blank.

✔ **Step 3: Put the claim in your own words**

This will help you better understand what they are trying to say.

✔ **Step 4: Come up with your own conclusion**

Your conclusion might be different than the actual answer but coming up with your own conclusion first will ultimately strengthen your understanding.

✔ **Step 5: Use process of elimination**

★ Keep it simple - the answer will often be more obvious than you realize. ★

💡 *Note: If #2 has pronouns or tricky science terms and you're not sure what they mean, read back a sentence or two. There are probably one or two questions in module 2 that require reading the entire passage.*

Let's start by practicing drawing our own conclusions off of provided claims, before we get into tackling actual questions....

Exercise #1: Carefully read the statements provided. Based on the information given, draw a logical conclusion(s) that follows from the claim (you may be able to draw more than one).



Claim #1

Recent studies from scientists in Sweden and Canada have revealed that a unique form of physical exercise, which involves performing movements at a slow pace, may lead to improved cardiovascular health and endurance. This type of exercise appears to be especially beneficial when incorporated into daily routines, yet the specific long-term effects are still being explored.

Conclusion #1:

Conclusion #2:

Claim #2

Forest restoration projects often focus on replanting native trees to restore ecosystems after logging. These efforts prioritize planting trees that provide habitats for local wildlife and contribute to stabilizing the soil to prevent erosion. In some areas, the restored forests also serve as natural barriers against flooding.

Conclusion #1:

Conclusion #2:

Conclusion #3:

Claim #3



Roughly 15% of newly discovered exoplanets have been found orbiting red dwarf stars, which are cooler and less massive than stars like our Sun. Until recently, technology employed by researchers was unable to get close enough to the dwarf stars to detect the exoplanets. These discoveries were initially surprising because red dwarf stars were once considered too unstable to support planets with potentially habitable conditions.

Conclusion #1:

Conclusion #2:

Conclusion #3:

Ok, now we are ready to practice the flow and tackle full questions...

- Step 1: Skim the answer choices**
- Step 2: Find the claim**
- Step 3: Put the claim in your own words**
- Step 4: Come up with your own conclusion**
- Step 5: Use process of elimination**



Exercise #2: Now, let's practice using the flow to solve these inference questions quickly and easily.

Example #1 (ID 3190835d from College Board's Question Bank)

Some businesses believe that when employees are interrupted while doing their work, they experience a decrease in energy and productivity. However, a team led by Harshad Puranik, who studies management, has found that interruptions by colleagues can have a social component that increases employees' sense of belonging, resulting in greater job satisfaction that benefits employees and employers. Therefore, businesses should recognize that _____

1. Underline the Claim
2. Restate the claim in your own words
3. Jot down your own conclusion based on what the claim is saying:
4. Look at the answers and use process of elimination

Which choice most logically completes the text?

- A. the interpersonal benefits of some interruptions in the workplace may offset the perceived negative effects.
- B. in order to maximize productivity, employers should be willing to interrupt employees frequently throughout the day.
- C. most employees avoid interrupting colleagues because they don't appreciate being interrupted themselves.
- D. in order to cultivate an ideal workplace environment, interruptions of work should be discouraged.



Example #2 (ID d748c3fd from College Board's SAT Question Bank)

In her 2021 article “Throwaway History: Towards a Historiography of Ephemera,” scholar Anne Garner discusses John Johnson (1882–1956), a devoted collector of items intended to be discarded, including bus tickets and campaign pamphlets. Johnson recognized that scholarly institutions considered his expansive collection of ephemera to be worthless—indeed, it wasn’t until 1968, after Johnson’s death, that Oxford University’s Bodleian Library acquired the collection, having grasped the items’ potential value to historians and other researchers. Hence, the example of Johnson serves to _____

1. Underline the Claim
2. Restate the claim in your own words
3. Jot down your own conclusion based on what the claim is saying:
4. Look at the answers and use process of elimination

Which choice most logically completes the text?

- A. demonstrate the difficulties faced by contemporary historians in conducting research at the Bodleian Library without access to ephemera.
- B. represent the challenge of incorporating examples of ephemera into the collections of libraries and other scholarly institutions.
- C. lend support to arguments by historians and other researchers who continue to assert that ephemera holds no value for scholars.
- D. illustrate both the relatively low scholarly regard in which ephemera was once held and the later recognition of ephemera’s possible utility.

Example #3 (ID 03701ef3 from College Board's SAT Question Bank)

www.strategictestprep.com 📍 1-833-300-PREP (7737) 📍 info@strategictestprep.com



To better understand the burrowing habits of *Alpheus bellulus* (the tiger pistol shrimp), some studies have used resin casting to obtain precise measurements of the shrimps' burrows. Resin casting involves completely filling an empty burrow with a liquid plastic that hardens to create a three-dimensional model; however, recovering the model inevitably requires destroying the burrow. In their 2022 study, Miyu Umehara and colleagues discovered that an x-ray computed tomography (CT) scanner can accurately record a burrow's measurements both at a moment in time and throughout the entire burrow-building process, something that's impossible with resin casting because _____

1. Underline the Claim
2. Restate the claim in your own words
3. Jot down your own conclusion based on what the claim is saying:
4. Look at the answers and use process of elimination

Which choice most logically completes the text?

- A. it can only be used on burrows below a certain size.
- B. it does not allow for multiple castings of the same burrow over time.
- C. the casting process takes more time than *A. bellulus* takes to construct a burrow.
- D. the process of recovering the model distorts the resin's shape.



Example #4 (ID cae97f58 from College Board's SAT Question Bank)

Mosses can struggle in harsh desert conditions because these plants require enough sunlight for photosynthesis but not so much that they risk drying out. Researchers Jenna Ekwealor and Kirsten M. Fisher found several species of *Syntrichia caninervis*, a type of desert moss, growing under quartz crystals in California's Mojave Desert. To evaluate whether these semitransparent rocks benefited the moss, the researchers compared the shoot tissue, a measure of plant growth, of *S. caninervis* when growing on the soil surface versus when the moss was growing under the quartz rocks. They found that the shoot tissue was 62% longer for moss growing under the quartz as compared to moss on the soil surface, suggesting that _____

1. Underline the Claim
2. Restate the claim in your own words
3. Jot down your own conclusion based on what the claim is saying:
4. Look at the answers and use process of elimination

Which choice most logically completes the text?

- A. *S. caninervis* is one of the few types of moss that can survive under semitransparent rocks.
- B. quartz crystals do not transmit the necessary sunlight for photosynthesis in *S. caninervis*.
- C. *S. caninervis* growing under quartz crystals experience lower light intensity and are thus able to retain more moisture.
- D. quartz crystals are capable of supporting *S. caninervis* growth if the crystals are not too thin.

Answers to Logically Completes the Text Examples

1. A
2. D
3. B
4. C



Fluff Lesson 4 - Note-Taking (Rhetorical Synthesis) Questions



The “fluff” on note-taking questions comes in one specific place:

👉 **The bullet points!**

Note-Taking Questions Flow

✅ **Step 1: Read the Question**

- 👉 What does the student want?
- 👉 Note if there are two parts to what the student wants (the answer must satisfy both parts)

✅ **Step 2: Look at answers & eliminate**

✅ **Step 3: If 2 or 3 answers still line up with what the question is asking, then go to bullet points and fact check**

- 👉 Only the right answer will be accurate to the notes

Let's practice some examples on the following pages...



Example 1 - You Do Not Need the Notes

While researching a topic, a student has taken the following notes.

- Carrie Mae Weems (born 1953) is a photographer and installation artist whose works employ text, fabric, audio, digital images and video.
- She has received major awards from the MacArthur Foundation and the American Academy in Rome.
- Her 2021 installation in Chicago featured photos, video, text, and furniture.
- Visitors were encouraged to browse and sit at desks in a recreation of a historic classroom.
- The same year, her "Cyclorama" exhibit at the New York City Armory included video projections, shadow puppets, and a voice-over narration.

The student wants to emphasize the variety of materials employed by Weems to an audience unfamiliar with her work. Which choice most effectively uses relevant information from the notes to achieve this goal?

A) Carrie Mae Weems's artwork has been recognized by both the MacArthur Foundation and the American Academy in Rome.

B) In 2021, Weems staged an installation in Chicago in which visitors were encouraged to participate directly in a recreation of a historic classroom.

C) Carrie Mae Weems, who is considered among the most influential contemporary American artists, employs a diverse set of media: her shows include elements ranging from photos to furniture to shadow puppets.

D) Carrie Mae Weems's 2021 show in New York City, unlike her show in Chicago the same year, included shadow puppets as well as a voice-over narration.



Example 2 - Student Wants Two Things

While researching a topic, a student has taken the following notes:

- In 1971, experimental musician Pauline Oliveros created *Sonic Meditations*.
- *Sonic Meditations* is not music but rather a series of sound-based exercises called meditations.
- Each meditation consists of instructions for participants to make, imagine, listen to, or remember sounds.
- The instructions for Meditation V state, “walk so silently that the bottoms of your feet become ears.”
- Those for Meditation XVIII state, “listen to a sound until you no longer recognize it.”

The student wants to provide an explanation and an example of Oliveros’s *Sonic Meditations*. Which choice most effectively uses relevant information from the notes to accomplish this goal?

A. *Sonic Meditations* is not music but rather a series of sound-based meditations that consist of instructions; Meditation XVIII, for instance, instructs participants to “listen to a sound until you no longer recognize it.”

B. In 1971, Oliveros created *Sonic Meditations*, a series of meditations that consist of instructions for participants to make, imagine, listen to, or remember sounds.

C. “Walk so silently that the bottoms of your feet become ears” is one example of the instructions found in Oliveros’s *Sonic Meditations*.

D. While both meditations consist of instructions, Meditation XVIII instructs participants to “listen,” whereas Meditation V instructs participants to “walk.”



Example 3 - You NEED the notes

While researching a topic, a student has taken the following notes:

- The US Fish and Wildlife Service (FWS) keeps a list of all at-risk species.
- Species on the list are classified as either endangered or threatened.
- A species that is in danger of extinction throughout most or all of its range is classified as endangered.
- A species that is likely to soon become endangered is classified as threatened.
- The California red-legged frog (*Rana draytonii*) is likely to soon become endangered, according to the FWS.

The student wants to indicate the California red-legged frog's FWS classification category. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A.** Species on the FWS list, which includes the California red-legged frog (*Rana draytonii*), are classified as either endangered or threatened.
- B.** The California red-legged frog (*Rana draytonii*) appears on the FWS list of at-risk species.
- C.** According to the FWS, the California red-legged frog is in the endangered category, in danger of extinction throughout most or all of its range.
- D.** Likely to soon become endangered, the California red-legged frog is classified as threatened by the FWS.

Note-Taking Answers

1. C
2. A
3. D



Fluff Lesson 5 - Text 1/Text 2 (Cross Text Connections) Questions



On comparative text questions, researchers or authors will agree on certain points then disagree on one main point.

Keep in mind that since there is some degree of overlap and then they disagree, the answers will vary, but they can be pretty predictable.

There's a lot of reading and these take a lot of time, so skip the "fluff" and follow this new flow:

✔ **Step 1:** Read the last sentence of each paragraph

✔ **Step 2:** Use process of elimination

💡 **Tip:** Look for language that demonstrates some overlap in agreement, but also disagreement.

This should cut down the time spent on these a lot. Let's try to practice some on the following pages...



Cross Text Connections Exercise: Follow the flow outlined on the previous page to answer these questions.

Example 1

Text 1

Ecologists have long wondered how thousands of microscopic phytoplankton species can live together near ocean surfaces competing for the same resources. According to *conventional wisdom*, one species should emerge after outcompeting the rest. So why do so many species remain? Ecologists' many efforts to explain this phenomenon still haven't uncovered a satisfactory explanation.

Text 2

Ecologist Michael Behrenfeld and colleagues have connected phytoplankton's diversity to their microscopic size. Because these organisms are so tiny, they are spaced relatively far apart from each other in ocean water and, moreover, experience that water as a relatively dense substance. This in turn makes it hard for them to move around and interact with one another. Therefore, says Behrenfeld's team, direct competition among phytoplankton probably happens much less than previously thought.

Question

Based on the texts, how would Behrenfeld and colleagues (Text 2) most likely respond to the "conventional wisdom" discussed in Text 1?

- A. By arguing that it is based on a misconception about phytoplankton species competing with one another
- B. By asserting that it fails to recognize that routine replenishment of ocean nutrients prevents competition between phytoplankton species
- C. By suggesting that their own findings help clarify how phytoplankton species are able to compete with larger organisms
- D. By recommending that more ecologists focus their research on how competition among phytoplankton species is increased with water density

—



Example 2

Text 1

What factors influence the abundance of species in a given ecological community? Some theorists have argued that historical diversity is a major driver of how diverse an ecological community eventually becomes: differences in community diversity across otherwise similar habitats, in this view, are strongly affected by the number of species living in those habitats at earlier times.

Text 2

In 2010, a group of researchers including biologist Carla Cáceres created artificial pools in a New York forest. They stocked some pools with a diverse mix of zooplankton species and others with a single zooplankton species and allowed the pool communities to develop naturally thereafter. Over the course of four years, Cáceres and colleagues periodically measured the species diversity of the pools, finding—contrary to their expectations—that by the end of the study there was little to no difference in the pools' species diversity.

Based on the texts, how would Cáceres and colleagues (Text 2) most likely describe the view of the theorists presented in Text 1?

- A. It is largely correct, but it requires a minor refinement in light of the research team's results.
- B. It is not compelling as a theory regardless of any experimental data collected by the research team.
- C. It may seem plausible, but it is not supported by the research team's findings.
- D. It probably holds true only in conditions like those in the research team's study.

Answers

1. A

2. C



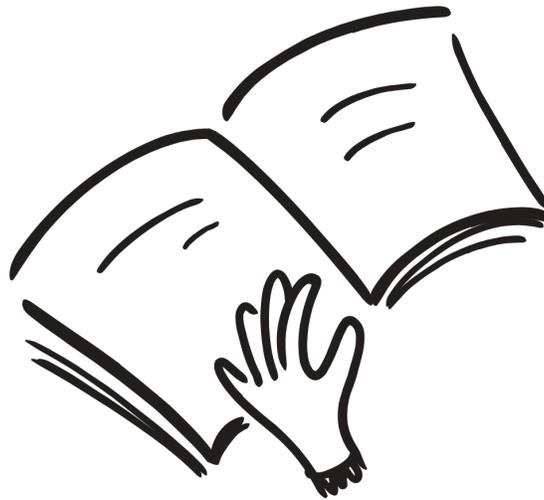
Reading Skill #5: When You Actually Have to Read the Whole Passage

There may be **a few questions** on module 2 where the last sentence strategically doesn't cut it (*think: complicated science inference questions*).

So, if you use the last sentence strategy and get stuck, here is what you do...

What to do if you need to read the whole passage

- 👉 **Step 1.** Flag the question to come back to (DO NOT DO THIS RIGHT AWAY!)
- 👉 **Step 2.** Go back later and read the passage with your extra time
- 👉 **Step 3.** Annotate (if needed) while reading if you feel like you're getting lost



Let's try a couple of examples...





Example 1 - Need to Read the Entire Text

Marta Coll and colleagues' 2010 Mediterranean Sea biodiversity census reported approximately 17,000 species, nearly double the number reported in Carlo Bianchi and Carla Morri's 2000 census—a difference only partly attributable to the description of new invertebrate species in the interim. Another factor is that the morphological variability of microorganisms is poorly understood compared to that of vertebrates, invertebrates, plants, and algae, creating uncertainty about how to evaluate microorganisms as species. Researchers' decisions on such matters therefore can be highly consequential. Indeed, the two censuses reported similar counts of vertebrate, plant, and algal species, suggesting that _____

Which choice most logically completes the text?

- A. Coll and colleagues reported a much higher number of species than Bianchi and Morri did largely due to the inclusion of invertebrate species that had not been described at the time of Bianchi and Morri's census.
- B. some differences observed in microorganisms may have been treated as variations within species by Bianchi and Morri but treated as indicative of distinct species by Coll and colleagues.
- C. Bianchi and Morri may have been less sensitive to the degree of morphological variation displayed within a typical species of microorganism than Coll and colleagues were.
- D. the absence of clarity regarding how to differentiate among species of microorganisms may have resulted in Coll and colleagues underestimating the number of microorganism species.

Annotations 🍌



Example 2 - Need to Read the Entire Text

Scientists studying Mars long thought the history of its crust was relatively simple. One reason for this is that geologic and climate data collected by a spacecraft showed that the crust was largely composed of basalt, likely as a result of intense volcanic activity that brought about a magma ocean, which then cooled to form the planet's surface. A study led by Valerie Payré focused on additional information—further analysis of data collected by the spacecraft and infrared wavelengths detected from Mars's surface—that revealed the presence of surprisingly high concentrations of silica in certain regions on Mars. Since a planetary surface that formed in a mostly basaltic environment would be unlikely to contain large amounts of silica, Payré concluded that

Which choice most logically completes the text?

- A. the information about silica concentrations collected by the spacecraft is likely more reliable than the silica information gleaned from infrared wavelengths detected from Mars's surface.
- B. high silica concentrations on Mars likely formed from a different process than that which formed the crusts of other planets.
- C. having a clearer understanding of the composition of Mars's crust and the processes by which it formed will provide more insight into how Earth's crust formed.
- D. Mars's crust likely formed as a result of other major geological events in addition to the cooling of a magma ocean.

Annotations 🖋️



Need to Read Entire Text Answers:

1. B
2. D



Chapter 4 - Time Management





Time Management

Hands down, the toughest part about the English modules is completing them in the time limit (especially module 2).



SAT English Time Management Tips & Strategies

 **Tip #1: Only read the passage once.**

If you don't understand something, keep going.

 **Tip #2: Only read each answer choice once.**

Make a decision to keep or eliminate. With any kept, you are allowed to read it one more time before making a final decision.

 **Tip #3: Spend no more than 30 seconds max on each vocab & grammar question.**

 **Tip #4: Skip the Text 1/Text 2 passage and save it for last.**

 **Tip #5: Try different execution plans** and pick the one that works best for you:

 **Execution Plan 1:** Start at #15*, work to end, then loop back to #1
 *This saves all the reading questions for last. If you are better at all of the other questions besides reading, this may be the way to go. *

 **Execution Plan 2:** Start at #27 and work backwards
 *This is best if you spend way too much time on vocabulary questions *

 **Execution Plan 3:** Do #1 - 10, go to grammar* and work to end, then do #11-14
 *This is best if you lose focus doing 9-10 reading passages in a row, as it breaks up reading into two separate chunks *



*Please note that grammar questions most often start at #15, but can start anywhere between #14 and #17.

How much time should you spend on.. ?

| Question Type | Time per Question | Total Time |
|------------------------------------|---------------------------|-----------------------------|
| Words in Context Questions (Vocab) | 30 seconds each | ~2.5 minutes total |
| Reading Questions | 1 minute, 45 seconds each | ~15.75 minutes total |
| Grammar Questions | 30 seconds each | ~3 minutes total |
| Transition Questions | 1 minute each | ~4 minutes total |
| Note-Taking Questions | 1 minute each | ~3 minutes total |
| Total | | ~29.25 minutes total |

This gives you time to go back to one or two flagged questions.

★ **Tip:** Every time you do a practice drill with the College Board question bank or other materials, please **time yourself** using these allotted time amounts.



!? If you aren't practicing within time limits, then you will develop bad habits and go **too slow** on your test! **!?**





Timed Trial: *Can you answer these 4 difficult questions in under 7 minutes? Set a timer for 7 minutes on your phone before beginning.*

Question 1

Correlations Between Congestion Ratings and Features of the Crowd in Raters' Immediate Vicinity

| Crowd Feature | Before Obstacle | After Obstacle | Overall |
|---------------|-----------------|----------------|---------|
| Density | 0.8592 | 0.7308 | 0.7447 |
| Velocity | -0.9357 | -0.9518 | -0.8587 |

Researcher Xiaolu Jia and colleagues monitored individuals' velocity and the surrounding crowd density as a group of study participants walked through a space and navigated around an obstacle. Participants rated how congested it seemed before the obstacle, after the obstacle, and overall, and the researchers correlated those ratings with velocity and density. (Correlations range from -1 to 1, with greater distance from 0 indicating greater strength). The researchers concluded that the correlations with velocity are stronger than those with density.

Which choice best describes data from the table that support the researchers' conclusion?

- A.** The correlation between congestion ratings before the obstacle and density is further from 0 than the correlation between overall congestion rating and velocity is.
- B.** The correlation between congestion ratings before the obstacle and velocity is further from 0 than the correlation between congestion overall and velocity is.
- C.** For each of the three ratings, the correlation with velocity is negative while the correlation with density is positive.
- D.** For each of the three ratings, correlations with velocity are further from 0 than the corresponding correlations with density are.



Question 2

Tides can deposit large quantities of dead vegetation within a salt marsh, smothering healthy plants and leaving a salt panne—a depression devoid of plants that tends to trap standing water—in the marsh’s interior. Ecologist Kathryn Beheshti and colleagues found that burrowing crabs living within these pannes improve drainage by loosening the soil, leading the pannes to shrink as marsh plants move back in. At salt marsh edges, however, crab-induced soil loosening can promote marsh loss by accelerating erosion, suggesting that the burrowing action of crabs _____

Which choice most logically completes the text?

- A.** can be beneficial to marshes with small pannes but can be harmful to marshes with large pannes.
- B.** may promote increases in marsh plants or decreases in marsh plants, depending on the crabs’ location.
- C.** tends to be more heavily concentrated in areas of marsh interiors with standing water than at marsh edges.
- D.** varies in intensity depending on the size of the panne relative to the size of the surrounding marsh.



Question 3

Optical tweezers are specialized scientific tools—particularly useful in biology and medicine—that use high-powered beams of light to trap and manipulate minuscule particles for study. Use of the tool has led to several scientific and medical breakthroughs over the last few decades, but the particles are often under prolonged exposure to the intense heat of the light beams. To overcome the risk of overheating, and thereby damage, researchers sometimes attach nano-sized glass beads to particles, allowing the light to focus on the beads instead of the particles.

Based on the text, what is one advantage of attaching glass beads to particles when using optical tweezers?

- A.** It decreases the time it takes for the optical tweezers to locate and capture the particles.
- B.** It facilitates the maneuvering of particles without directly heating the particles themselves.
- C.** It allows researchers to use weaker light beams to manipulate particles.
- D.** It adds a material to which particles can transfer any heat absorbed from the optical tweezers' light beam.



Question 4

Raymond Antrobus, an accomplished poet and writer of prose, recently released his debut spoken word poetry album, *The First Time I Wore Hearing Aids*, in collaboration with producer Ian Brennan. The album contains both autobiographical and reflective pieces combining Antrobus's spoken words with Brennan's fragmented audio elements and pieces of music to convey how people who are deaf may experience sound, both its presence and absence. Some critics suggest that the album questions the function of sound in the world, highlighting that the experience of sound is multifaceted.

Which choice best describes the overall structure of the text?

- A.** It introduces a collaborative spoken word poetry project, details the approach taken to produce the work, and then provides an example of critique the album received upon release.
- B.** It mentions a collection of spoken word poems, distinguishes one poem as being an exemplar on the album, and then offers a summary of the subject matter of the whole collection.
- C.** It summarizes the efforts to produce a collection of spoken word poems, presents biographies of two people who worked on the album, and speculates about the meaning behind the poetry.
- D.** It connects two artists to the same spoken word poetry project, explains the extent of their collaboration on each poem, and then provides an overview of the technique used to produce the work.



Answers

1. Correct Answer: D

Choice D is the best answer. The text tells us that the farther the correlation is from 0, the “stronger” it is (doesn’t matter if it’s negative or positive). The table shows that the correlations with velocity are farther from zero than the correlations with density, which supports the conclusion that the correlations with velocity are stronger.

2. Correct Answer: B

Choice B is the best answer. The text says that crab burrowing in the pannes enables plants to grow there again. It also says that crab burrowing at the edges of the marsh speeds up marsh loss. This suggests that burrowing crabs can either help or hurt marshes, depending on where they’re located.

3. Correct Answer: B

Choice B is the best answer. The passage explains that attaching glass beads to particles helps to “overcome the risk of overheating, and thereby damage,” by allowing the light to focus on the beads instead of the particles. This means that the glass beads are used to manipulate the particles without exposing them directly to the intense heat from the optical tweezers, preventing damage to the particles.

4. Correct Answer: A

Choice A is the best answer. The text first introduces the album as being a collaboration between Antrobus and Brennan, then describes the approach taken to produce it, then mentions how critics have said that it calls into question the function of sound.





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