

**PVPHS AVID Juniors  
SAT/ACT Prep  
2017/2018**

Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_



**STUDY HUT  
TUTORING**

Turn this in with:

- Packet 11
- Assessment for Units 11-12

**Packet #12: SAT Writing & Language  
Part B**

**STUDYHUT.COM**



# How to Raise Your SAT Writing Score

1. Learn to practice effectively by reading and following the advice on the page 13.
2. Don't *skim* the passage. *Read* the passage, using active reading techniques.
3. Consider the scope of the question before you try to answer it. Does the question require you to consider more than a single sentence? Make sure the answer you choose doesn't fix one sentence *and mess up another one*.
4. When you spot an error in an underlined section of the passage, solve the error in your head BEFORE you even look at the answer choices. Remember, all but one of the answer choices are wrong, and they're designed to confuse you! Do your best to solve the problem in your head before you look at the answers.
5. Manage your time. You've only got 35 minutes to answer 44 questions. That means that you've only got 48 seconds per question. That may not sound like much time, but it's actually more than you'll need for most questions, which is good because you'll need to "bank time" on those easy questions, so you'll have enough time to knock out the difficult ones.
6. Keeping your momentum is an important part of a good approach to the SAT English section. This is true for a couple of reasons. Obviously, you need to move quickly in order to finish the test, but when you get stuck on a hard problem, you're actually better off returning to that problem later with fresh eyes.
7. Check the answer choices for clues as to what's being tested on that problem. For example, if answer choices use plural verbs and some use singular verbs, then that's big hint that the problem deals with subject verb agreement.
8. Don't be afraid to choose NO CHANGE. If you've read a problem a few times and you can't see any way to improve the underlined text, then go ahead and choose NO CHANGE. It's sometimes the correct answer.
9. Never leave a question blank! There's no penalty for guesses or wrong answers, so use process of elimination, do your best to find the right answer, and make sure you've bubbled in an answer on every problem before time expires.





# Process of Elimination for SAT Writing

## **Eliminate any answer choice that:**

- is grammatically incorrect
- fails to communicate an idea clearly
- includes unnecessary punctuation
- includes unnecessary words or phrases
- includes information that's irrelevant to the passage

## **Do not eliminate an answer choice that:**

- is grammatically correct
- communicates an idea clearly
- includes NO unnecessary punctuation
- includes NO unnecessary words or phrases
- includes only information that's relevant to the passage

## **A Right Answer Must Pass Three Tests:**

- 1. Listen to your answer.** The simplest *sounding* answer is often correct, but not if that simplicity comes at the expense of clarity. Listening to an answer is a great way to identify sentence fragments and adjective/adverb switches.
- 2. Look at your answer.** Your ears can fool you, especially on questions involving homophones (e.g. *they're*, *their*, and *there*), so be sure to use your eyes to spot grammatical mistakes that you can't hear. Remember the grammar rules in this book.
- 3. Consider your answer.** If it sounds good and looks good, then it may be the right answer. Just to be sure, take a moment to think about your answer. Check your answer to make sure it actually makes sense. Consider the commonly occurring errors in this section like subject verb agreement, unnecessary punctuation, and idiom errors.



## GET TO KNOW YOUR TENSES

The **present tense** is used to indicate that an action is occurring now (or the events of a story).

*Mario **sits** in detention.*

The **present progressive** is used to emphasize that an action is happening *right now*.

*The children in detention **are missing** the ice cream party.*

**is/are + (-ing)**

The **present perfect** is used for actions that began in the past and are still continuing in the present or during a time period that hasn't completed or when the time frame is not specified.

*Mario **has missed** many ice cream parties in the past. Mario **has missed** four ice cream parties this year.*

**has/have + past participle**

**has/have + past participle**

The **simple past** is used for actions that began and ended in the past.

*Mario **disrespected** his teacher.*

**(-ed)** for regular verbs

The **past perfect** is used to help establish the order of two events that began and ended in the past.

*By the time Mario was released, all the ice cream **had melted**.*

**had + past participle**

The **present participle** can be used to modify actions in the past, present, or future.

***Sobbing** uncontrollably, Mario was inconsolable.*

***Laughing** maniacally, Mario plots his revenge.*

***Smiling** menacingly, Mario will make the biggest ice cream sunday that anyone has ever seen!*



## WATCH FOR UNNECESSARY TENSE SWITCHES

- The vast majority of questions dealing with tense errors test whether you can spot an unnecessary tense switch. Follow this one simple rule, and you'll do just fine:

**Unless the context of the sentence establishes a clear reason to change tense, an underlined verb should match the tense established by other verb(s) in the sentence or paragraph.**

- Make sure the tense of the underlined portion agrees with the part of the sentence or paragraph that you cannot change.
- Use the answer choices to find out what's being tested on the problem.

If the answer choices include single and plural verbs, then you're probably being asked to identify and resolve a **subject verb disagreement**.

If the answer choices do NOT include both single and plural choices, then you're probably being asked to eliminate a tense error, such as a **tense switch**.



## THE MOST COMMON TENSE ERRORS ON THE SAT

### 1. Past participle used in place of simple past tense

The simple past tense can stand alone, but the past participle can only be used after a form of *to have* or *to be*.

**Wrong:** Yesterday, Bart **eaten** dinner.

**Right:** Bart **ate** dinner.

### 2. Past participle used without "to have" or "to be"

The sentence requires the past participle but omits the helping verb before it. This is sometimes called a "helpless past participle" because it lacks a helping verb.

**Wrong:** Since last week, Charles **flown** to New York and back.

**Right:** Since last week, Charles **has flown** to New York and back.

### 3. Simple past replaces past participle

Verbs in the simple past tense can stand alone. They don't require a helping verb, such as *to have* or *to be*.

**Wrong:** As a child, I **has went** to the amusement park every summer.

**Right:** As a child, I **went** to the amusement park every summer.

### 4. Past participle without "-ed"

This is a pretty clear error. You've got a regular verb in the past participle tense without an *-ed*.

**Wrong:** The children **were invite** to the soccer tournament.

**Right:** The children **were invited** to the soccer tournament.



## BE VERY SKEPTICAL OF ANSWERS THAT USE THE PHRASE "WOULD HAVE" OR "WILL HAVE"

Answer choices that include the phrases "would have" or "will have" are nearly always wrong because they tend to create awkward, wordy sentences and introduce tense switch errors.

Used properly, "would" has the opposite effect of the word "had" in establishing the order of events in the timeline of a sentence.

As the director **finished** his film, he **knew** it **would win** an award.

Though Nate **would regret** the decision, he **devoured** his dessert in record time.

The word "having" is similar to "had" but acts as a modifier, not a verb.

**Having arrived** at the airport, Danielle **checked** her duffle bag.

**Having acknowledged** the mistake, Michael **offered** the man a refund.



## REGULAR VERBS

Regular verbs follow the basic rule: add an -ed ending to convert a verb to the past tense form. Regular verbs like *jump* are the same in the past tense and past participle forms.

<u>Present</u>	<u>Simple Past</u>	<u>Past Participle</u>
<i>taste</i>	<i>tasted</i>	<i>(have) tasted</i>
<i>shout</i>	<i>shouted</i>	<i>(have) shouted</i>
<i>laugh</i>	<i>laughed</i>	<i>(have) laughed</i>



## IRREGULAR VERBS

Irregular verbs are tricky. They do not follow the basic "add an -ed" rule. Be careful when dealing with irregular verbs.

<u>Present</u>	<u>Simple Past</u>	<u>Past Participle</u>
<i>fly</i>	<i>flew</i>	<i>(have) flown</i>
<i>give</i>	<i>gave</i>	<i>(have) given</i>
<i>cut</i>	<i>cut</i>	<i>(have) cut</i>



## SKILLS PRACTICE

**Circle the correct verb phrase.**

- 2.1 I'm pretty sick of lasagna; we (*had ate/have eaten*) it every night this week.
- 2.2 If not for the final exam, Paul and Todd (*would have done/would have did*) better in our chemistry class.
- 2.3 In the novel I'm reading, the protagonist (*goes/had gone*) to question the suspect about the crime.
- 2.4 Darkness had already (*fallen/fell*) by the time it began to rain.

### One Man's Trash is Another Man's Kilowatt

Trash is produced at an astonishing rate worldwide — more than 1.3 billion tons 1 annually, and this amount is projected to triple by the year 2100. Individual nations, recognizing the critical importance of the issue, 2 they have adopted numerous approaches to waste management.

3 For instance, the United States' Environmental Protection Agency recommends recycling and source reduction, or decreasing the amount of generated waste. These recommendations are published in the agency's waste management hierarchy.

This strategy has been successful, as approximately 34% of the trash in United States is currently recycled. Another less-familiar strategy known as waste-to-energy (WTE) generates energy by incinerating garbage, eliminating roughly 12% of the United States' trash. As a result, about one-half of produced waste is disposed of in landfills, which are considered least desirable among

1

- A) NO CHANGE
- B) annually;
- C) annually
- D) annually —

2

- A) NO CHANGE
- B) many of them
- C) legislators from them
- D) DELETE the underlined portion

3

Which choice most effectively combines the underlined sentences?

- A) The United States' Environmental Protection Agency, for instance, has published a waste management hierarchy, which recommends focusing on recycling and source reduction, or decreasing the amount of generated waste.
- B) The United States' Environmental Protection Agency recommends recycling and source reduction, or decreasing the amount of generated waste, for instance, in the waste management hierarchy, which the agency published.
- C) Recycling and source reduction, or decreasing the amount of generated waste, are recommended, for instance, by the United States' Environmental Protection Agency in the waste management hierarchy, which the agency published.
- D) The United States' Environmental Protection Agency recommended recycling, which they published in their waste management hierarchy, and source reduction, or decreasing the amount of generated waste.



the options. **4** These numbers are encouraging,

**5** and they demonstrate that waste management strategies in the U.S. have been successful.

Some countries in Northern Europe, for example,

**6** has cut its landfill usage to much lower levels.

Take **7** Sweden, for example, policies there have

**4**

At this point, the writer is considering adding the following sentence:

By comparison, the city of Naples, Italy, has endured several widely publicized trash crises in recent years, resulting in piles of trash covering public streets.

- A) Yes, because it illustrates the potential ramifications of a weak waste management policy.
- B) Yes, because it provides an example of a jurisdiction that has struggled with waste management.
- C) No, because it does not explain what caused the crises.
- D) No, because it interrupts the discussion of waste management in the United States.

**5**

The writer wants to link the first paragraph with the ideas that follow. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) but results from other regions show that far more is possible.
- C) and they show significant improvement from previous years.
- D) and they illustrate that the U.S. is outperforming other nations when it comes to effectively disposing of garbage.

**6**

- A) NO CHANGE
- B) have cut its
- C) has cut their
- D) have cut their

**7**

- A) NO CHANGE
- B) Sweden for example,
- C) Sweden, for example:
- D) Sweden. For example

managed to reduce the amount of waste entering landfills to less than 1% of all refuse produced. Part of this success is attributable to aggressive recycling programs, which account for about half of all waste disposal; almost all of the remaining garbage is used to generate energy through WTE facilities. The facilities, located in various locations across the country, **8** processes enough garbage to supply heat to 810,000 Swedish residences and provide electricity to another 250,000. In neighboring Norway, trash incineration produces enough energy to heat about half of the homes in capital city Oslo. While Sweden and Norway are models for this system of waste

**9** conversion; other Northern European nations enjoy similar benefits.

In fact, some municipalities face a unique problem:

**10** its waste reduction and conversion systems are so effective that they lead to garbage shortages. In order to meet demand for energy production, these municipalities have actually begun importing trash. In this region, waste has become a commodity: areas with excess garbage pay jurisdictions in Sweden and Norway to have their trash

**11** ousted and incinerated. Incredibly, due to high landfill taxes, this process is sometimes less expensive than planning for garbage locally, and the arrangement provides trash-receiving jurisdictions with the double benefit of added revenue and low-cost energy. Globally, the system is not without controversy — some critics caution that it could lead to lower recycling rates — but Northern European nations are staunchly supportive of the practice.

**8**

- A) NO CHANGE
- B) processing
- C) process
- D) have processed

**9**

- A) NO CHANGE
- B) conversion:
- C) conversion,
- D) conversion, and

**10**

- A) NO CHANGE
- B) it's
- C) their
- D) they're

**11**

- A) NO CHANGE
- B) removed
- C) expelled
- D) eradicated