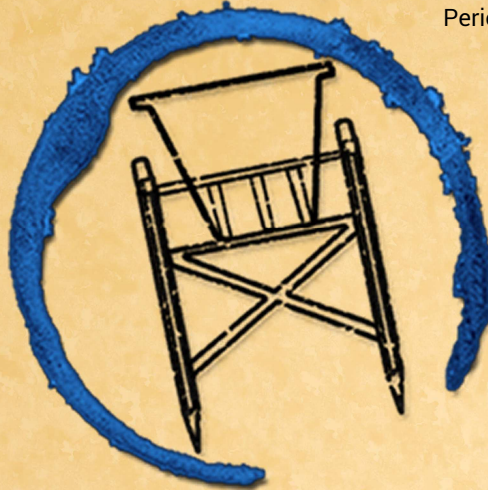


PVPHS AVID Juniors SAT/ACT Prep 2017/2018

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Period _____



STUDY HUT TUTORING

Turn in Packet #9 and #10 with
the Assessment 9/10

Packet #9: SAT Reading
Part A

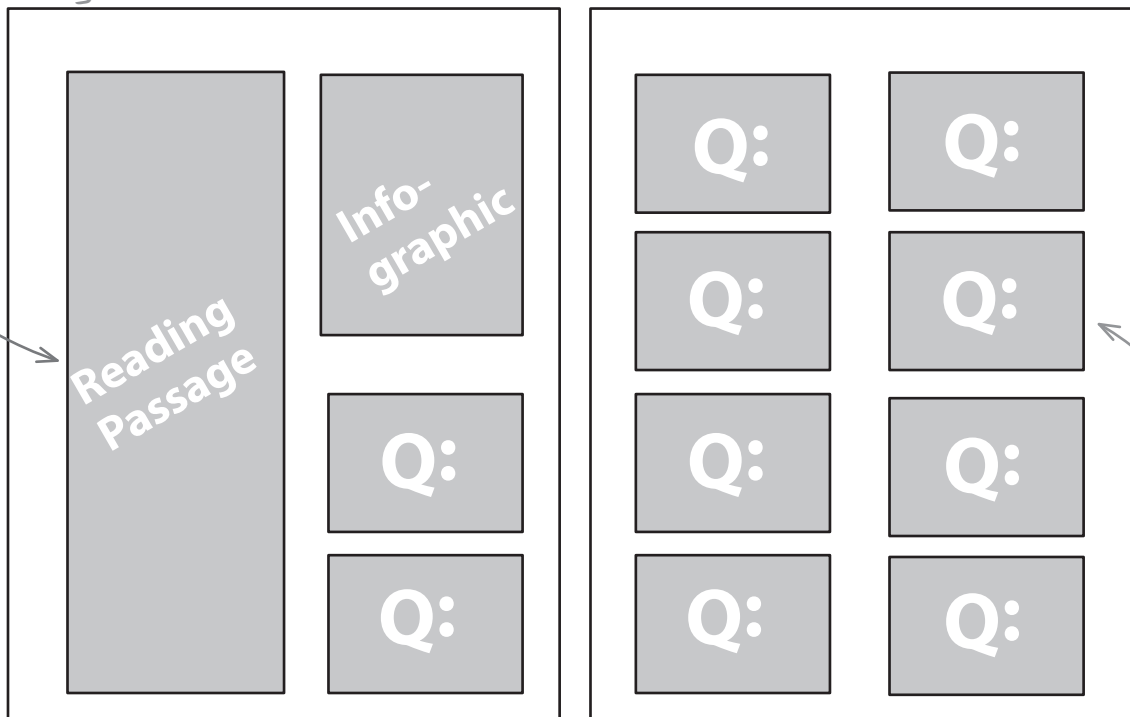
- Packet #9
- Packet #10
- Assessment 9/10

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Format and Difficulty of the SAT Reading Test:

- The SAT Reading Section consists of 5 passages, followed by 10 or 11 questions each.
- The questions in this section are NOT organized according to difficulty, so if you're stuck on a difficult problem, don't hesitate to skip it and come back later.
- You'll have 65 minutes to read passages and answer questions.

READING PASSAGES:
Passages generally consist of approximately 500-750 words on topics including U.S. and World Literature, History and Social Sciences, and Science. Typically, you can expect to see two passages per test that include infographics.



READING QUESTIONS:
Passages are followed by 10 or 11 questions focusing on the main idea/theme, author's tone and style, organization, use of evidence, use of language, and a few other things.

The Purpose is More Important than the Topic.

EXPOSITORY

The purpose of an expository passage is to objectively present information. Usually these read like a research report. They begin by introducing a problem or mystery and then proceed to explain the response or research that's been done to solve the problem or understand the mystery.

These passages sometimes share more than one theory or point of view on the issue without endorsing one side or the other.

As you read, pay attention to the sequences of events, cause and effect relationships, comparisons, and possible explanations for unexplained phenomena.

NARRATIVE

A narrative passage tells a story. It typically deals with narration of events and the revelation of a character.

In other words, these passages require you to ask yourself, "*What happened, to whom, and how does everyone involved feel about the events in the passage?*"

These passages present a tiny piece of a larger story, but they have a beginning, a middle, and a revelation at the end.

As you read, focus on the plot, characters, and mood of the passage. Pay attention to the characters' feelings about events and one another. Remember that feelings are usually implied, not stated.

RHETORICAL

A rhetorical passage is basically a persuasive essay. In other words, this is an argument in support of an idea or course of action.

These arguments tend to be well structured and supported by a number of pieces of evidence.

As you read, watch for the author's thesis, supporting evidence, and any points that the author refutes or concedes.

Paired passages often feature rhetorical passages, presenting arguments on each side of an issue. In that case, pay attention to the specific issues that the authors agree and disagree on.



DON'T FREAK OUT...

You may read passages about voter behavior in Australia, stem cell research, supervolcanoes, or one man's struggle to catch a fish for his son. You don't need to be an expert on any of these topics. On this test, everything you need to know is contained within the passage.

No outside knowledge required!

When reading a **Rhetorical Passage**, pay attention to the author's **thesis** and expect to see some questions about the **supporting evidence and development of the argument**.

When reading a **Narrative Passage**, pay attention to everyone's **feelings** and **descriptions of events**. You should be prepared to answer questions about the author's **beliefs, tone, and style**.





Time is a factor

There are **five passages and 52 questions** to be completed in **65 minutes**. That's just **13 minutes to read each passage and answer all of its questions**.

Let's say you read the passage in **four minutes**. That leaves **540 seconds** to answer **10 or 11 questions**. That means you'll have around **50 to 55 seconds per question**. Clearly, time is a factor!

Make an effort to boost your reading speed on all passage types. If you can work quickly through the passage types you enjoy without making mistakes, then you can bank some time for the sections you find more challenging.

For example, if you're good at US & World Literature passages and can complete that section in just 10 minutes, you can reallocate the time you saved to another section. **That extra minute on a challenging passage can make a big difference.**

As you continue to practice, **pay attention to your strengths and weaknesses**. Know which sections tend to be quicker or slower for you, and use that information to make good decisions on test day.



Raise Your Reading Score Between Sessions

1. Read every single day. Don't go to bed at night without reading at least one op-ed article from a newspaper or magazine, such as *TIME*, *The Scientific American*, *The New Yorker*, or *Smithsonian*.
2. Read at least two full articles per week. Start with articles on topics you enjoy like sports, fashion, video games, travel, etc. It doesn't matter what it's about as long as it's well written and you're into the subject matter.
3. Read at least two full articles per week that examine subjects that you have absolutely no interest in reading about. This is your opportunity to practice remaining focused even when you're bored out of your mind.
4. Always be reading a book for pleasure. Biographies are great. The Classics are very good. Nonfiction is good. Paranormal teen romance novels are... technically allowed.
5. Whatever you're reading, practice like it's game day. In other words, make sure that you're reading actively and asking yourself questions about the main idea, tone, and relationships between characters/events/ideas.
6. As you read, practice visualizing the characters and events in the story.



Five Tips for Active Reading



Have a Conversation with the Author

If someone were trying to tell you something that would help you do better on the SAT, you'd pay close attention and ask a lot of questions, right? Well that's exactly what each reading passage is trying to do!

Treat each passage like an important conversation. Pay close attention and ask the writer lots of questions. Make sure you're following what he's saying. If you get confused, ask him to repeat that last bit. Pay attention to your reaction to new information in the passage. Is the information expected or unexpected?

Make sure you understand *why* the writer bothered to speak to you in the first place. Does he or she want to *tell you a story, teach you something new, or change your opinion on a topic?*



Someone Would Love Reading This. Be That Someone!

Occasionally, students report that "Nothing really happened in the passage." Well, put that thought out of your head right now because you will never read an SAT passage in which nothing really happens.

Suppose you've just read a prose fiction passage about a mother in 1890 attempting to teach her daughter the proper etiquette for an upcoming social event. Pretty grim, right?

Not so fast! Someone out there would *love* this story and it's your job to become that person for the next few minutes – just long enough to learn the most important facts and interesting details.

Naturally, you won't be able to remember all the details, but **make sure you're able to convey the main idea/event of the story, mood, relationships among characters, their motivations, what happened to these characters, and how they respond to these events.**



Confused or Distracted? Refocus Your Attention.

You're not expected to understand everything the first time you read the passage. These passages are selected for the SAT because they often require multiple readings. With that in mind, don't beat yourself up when you get confused or distracted while reading a dense passage. **Staying calm and collected is part of the test after all.** Simply **take a deep breath and reread the part you didn't understand** the first time.

Remember, you are not expected to understand *everything* the first time. Seriously, you're not.

You are, however, expected to reread the passage (a few times if necessary) to make sure you understand it well enough to answer the questions. **So be prepared to reread the passages a few times.** Don't let your brain give up on a sentence or the passage as a whole just because its meaning is not immediately clear to you. Stick with it because **the ideas expressed in the passages are usually pretty simple once you get past the complex vocabulary and phrasing.**



Make a Note of Redirection Words in the Passage

Even though passages can examine virtually any topic (within the three categories), **the structure of each passage is pretty similar.** Passages often begin by making a main point, then offer specific examples to support that point, and then examine the significance of that point.

The following words and phrases indicate that the passage continues in the same direction:

furthermore, therefore, as a result, so we see, because of this, also, additionally, consequently, and thus.

Sometimes, however, a passage changes direction, and instead of emphasizing a key point, it goes on to refute that point or introduce a competing theory or idea. Marking up the passage when you see a redirection word will help you to find specific pieces of information later.

The following words and phrases indicate a change in direction:

however, but, by contrast, on the other hand, and surprisingly.



Mark up the Passage

Different tutors have different methods for "marking-up" the passage and/or leaving notes in the margins. **Talk to your tutor for specific tips**, but the general idea is to **summarize the passage as you go**. There are two main benefits to doing this.

First, it will help you to incorporate the information from each new paragraph into your general understanding of the passage. **If a new paragraph doesn't seem to fit with your general understanding, then you'll need to reconsider the main idea of the passage.**

Second, it forces you to admit when you've gotten confused or lost your focus. **If you can't summarize a paragraph into a few words, then you probably need to reread that paragraph!**

Now, as we mentioned earlier, this approach is not for everyone. Talk to your tutor, and use whatever approach you both agree works best for you. If you do decide to use this approach, make sure you've practiced it a lot before you take the real test.



One Last Thing Before We Talk Strategy...

On the next page, we've outlined the **General Strategy for SAT Reading**. There are a variety of reasons why we recommend you at least try this strategy.

First, it's not complicated, so it's easy to learn.

Second, unlike more complicated strategies, it becomes second nature, so it's easy to follow – even with the stress of test day.

Third, by focusing on process of elimination, it encourages you to read critically.

And fourth, it works.

Obviously, there is no perfect, silver bullet, one-size-fits-all, best strategy for everyone, but this one is a pretty good start. Before you commit to a more complicated strategy (i.e. reading all the questions first), give the general strategy a try. You'll probably find that it works for you.

Skeptical? That's good. That means you're reading critically. Keep it up.



The General Strategy for SAT Reading

1. Actively read the passage first.

2. Read the question slowly, carefully, and twice if necessary!

Nearly half of all mistakes in the Reading section are the result of students misreading the questions. Don't become a statistic! Make sure that you understand the question.

3. Review the relevant portion of the passage.

If the question directs you to a line number or a specific paragraph, then go back and read it a second time. Reference the notes you may have taken in the margins. If the question asks about the passage as a whole, then you probably won't need to reread any particular part of the passage. Instead, take a moment to look over your notes in the margins. Make sure you've got a good idea what the main idea is.

4. *** ANSWER THE QUESTION IN YOUR HEAD! ***

Don't even think about looking at the answer choices until you've attempted to answer the question in your own words. On difficult questions, multiple answer choices may sound pretty good. If you don't already know what you're looking for, then you're more likely to be tempted by a trap answer. On the other hand, if you know what you're looking for, then you can confidently eliminate answer choices that don't match the answer you came up with.

5. Grade each answer choice: Pass or Fail.

It's process of elimination time. Eliminate any answer that disagrees with the answer you came up with in your head in step 4. It's okay if you've got more than one "passing" answer.

6. Compare the remaining answer choices that "passed" in step 5.

Suppose you had two passing answer choices, X and Y. Ask yourself, how is answer choice X different from answer choice Y? Once you've spotted a difference, you should be able to eliminate one of the two answer choices. The last one standing is your answer.

7. Make sure you haven't chosen a Trap Answer.

Take two seconds to make sure your answer isn't one of the common trap answers on the next page.

8. Bubble in your final answer – or guess – and move on.

If you're confident in your answer, then bubble it in on your answer sheet and move on. If you're confused or had difficulty eliminating answer choices, then skip the problem and come back to it later.



Five Wrong Answer Types

1. THE "95% RIGHT" ANSWER – THAT IS 100% WRONG:

This type of answer sounds good because it's almost entirely correct – except that a tiny piece of the statement is definitely wrong. Often the problem occurs when the answer choice expands the scope of the author's statements. If, for example, a passage deals exclusively with polar bears, then a 95% Right Answer Choice might take a statement about polar bears and apply it to woolly mammoths or large land mammals in general.

2. THE "SEEMS FAMILIAR" ANSWER CHOICE:

These answers tempt you with words or phrases taken verbatim from the passage, but the answer itself is definitely incorrect. These answers trap lazy students who play the match game by simply picking an answer choice that directly quotes a memorable statement in the passage. Don't be lazy! Never choose an answer choice just because it sounds familiar.

3. THE OBVIOUSLY TRUE STATEMENT THAT DOESN'T ANSWER THE QUESTION:

Often you'll come across an answer choice like "Education is important to a free society." This statement is almost certainly true, but we're not being asked to find the true statement. We've been asked to find the answer that directly answers the question.

A statement, true or otherwise, is only the correct answer if it answers the question.

4. THE "NOT MENTIONED IN THE PASSAGE" ANSWER CHOICE:

Don't be tempted by an answer choice that deals with a subject that's not mentioned in the passage – even if that subject is related to the answer choice. If the passage is all about the intelligence of dolphins, don't choose an answer choice about the intelligence of sharks just because it's closely related. An exception to this occurs on Indirect Questions that include the phrase, "Which of the following, if true..." That phrase tells you to take for granted that all of the answer choices are true, and consider the implications of facts that were not part of the original passage.

5. THE "TOO BOLD" ANSWER CHOICE:

A statement like "California *always* needs more rain" is usually a bad answer choice because just one counter-example can disprove it. It's easy to imagine a scenario in which an already flooded California doesn't need more rain. The word "always" makes this one wrong. Watch for words like: *always, never, everyone, everybody, no one, nobody, none, impossible, cannot, , must not, must only, all*, etc. In contrast, better answer choices use words like: *many, most, nearly, some, could, can, might, often, rarely, may, few, frequently, infrequently, sometimes, someone, somebody, possibly, etc.*

The following passage is based on an essay by Frederic Bastiat, "That Which Is Seen, and That Which Is Not Seen" 1850.

Have you ever witnessed the anger of the good shopkeeper, James B., when his careless son happened to break a glass window? If you have been present at such a scene, you will most assuredly hear the spectators offer the unfortunate owner this invariable consolation - "Everybody must live, and what would become of the glaziers if panes of glass were never broken?"

Now, this form of condolence contains an entire theory, which it will be well to show up in this simple case, seeing that it is precisely the same as that which, unhappily, regulates the greater part of our economical institutions.

Suppose it cost six francs to repair the damage, and you say that the accident brings six francs to the glazier's trade - that it encourages that trade to the amount of six francs - I grant it; I have not a word to say against it; you reason justly. The glazier comes, performs his task, receives his six francs, rubs his hands, and, in his heart, blesses the careless child. All this is that which is seen.

But if, on the other hand, you come to the conclusion, as is too often the case, that it is a good thing to break windows, that it causes money to circulate, and that the encouragement of industry in general, you will oblige me to call out, "Stop there! Your theory is confined to that which is seen; it takes no account of that which is not seen."

It is not seen that as our shopkeeper has spent six francs upon one thing, he cannot spend them upon another. It is not seen that if he had not had a window to replace, he would, perhaps, have replaced his old shoes, or added another book to his library. In short, he would have employed his six francs in some way, which this accident has prevented.

Let us take a view of industry in general, as affected by this circumstance. The window being broken, the glazier's trade is encouraged to the amount of six francs; this is that which is seen. If the window had not been broken, the shoemaker's trade (or some other) would have been encouraged to the amount of six francs; this is that which is not seen.

And if that which is not seen is taken into consideration, because it is a negative fact, as well as that which is seen, because it is a positive fact, it will be understood that neither industry in general, nor the sum total of national labor, is affected, whether windows are broken or not.

Now let us consider James B. himself. In the former supposition, that of the window being broken, he spends six francs, and has neither more nor less than he had before, the enjoyment of a window.

In the second, where we suppose the window not to have been broken, he would have spent six francs on shoes, and would have had at the same time the enjoyment of a pair of shoes and of a window.

Now, as James B. forms a part of society, we must come to the conclusion, that, taking it altogether, and making an estimate of its enjoyments and its labors, it has lost the value of the broken window.

What will you say, disciples of good M. F. Chamans,

who has calculated with so much precision the trade that would be gained by the burning of Paris and number of houses it would be necessary to rebuild?

I am sorry to disturb these ingenious calculations, as far as their spirit has been introduced into our legislation; but I beg him to begin them again, by taking into the account that which is not seen, and placing it alongside of that which is seen.

The reader must take care to remember that there are not two persons only, but three concerned in the little scene that I have submitted to his attention. One of them, James B., represents the consumer, reduced, by an act of destruction, to one enjoyment instead of two. Another under the title of the glazier, shows us the producer, whose trade is encouraged by the accident. The third is the shoemaker (or some other tradesman), whose labor suffers proportionally by the same cause.

It is this third person who is always kept in the shade, and who, personifying that which is not seen, is a necessary element of the problem. It is he who shows us how absurd it is to think we see a profit in an act of destruction. It is he who will soon teach us that it is not less absurd to see a profit in a restriction, which is, after all, nothing else than a partial destruction. Therefore, if you will only go to the root of all the arguments which are adduced in its favor, all you will find is some paraphrase of the vulgar saying: what would become of the glaziers, if nobody ever broke windows?

1

The main purpose of the passage is to

- A) provide an unbiased account of both sides of complex ethical dilemma.
- B) illustrate the unseen benefits that often result from the destruction of property.
- C) encourage business owners delay making upgrades to their business facilities.
- D) draw attention to a phenomenon that may be unfamiliar to most readers.

2

As it is used in line 6, "live" most nearly means

- A) own a business.
- B) survive.
- C) earn an income.
- D) reside.

3

In the passage, the author responds to the claim that a broken window stimulates economic activity by

- A) pointing to ways in which breaking other things could stimulate additional economic activity.
- B) questioning whether the increase in economic activity will simply result in additional broken windows.
- C) citing the effect of a broken window in diverting economic activity away from the creation of new value.
- D) considering ways to stimulate economic activity without breaking windows.

4

Which of the following statements would the author of the passage be most likely to agree with?

- A) The increased in production of weapons for a war effort has a beneficial impact on the economy.
- B) Economic restrictions should be carefully crafted to maximize their impact on the economy.
- C) Spending now to prevent a window from being broken is preferable to spending later to have the window repaired.
- D) The benefit of an action upon the economy cannot be measured by the increase or decrease in economic activity it causes.

5

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 41-46 (“And if . . . not”)
- B) Lines 51-54 (“In the . . . window”)
- C) Lines 59-62 (“Will you . . . rebuild”)
- D) Lines 79-83 (“It is . . . destruction”)

6

The author mentions “another book” in line 31 in order to

- A) show that the shoemaker needs the money more urgently than James B. needs it.
- B) imply that James B. would spend the money differently than the glazier would spend it.
- C) provide the reader with a sense of what six francs is capable of purchasing.
- D) quantify the negative consequences that result from James B. having to pay the glazier.

7

The author mentions “the burning of Paris” (line 61) in order to

- A) suggest that causes of warfare are primarily economic in nature.
- B) question whether the wealth created can actually be quantified.
- C) apply the same faulty reasoning on a much larger scale.
- D) show that some economic philosophies work in theory but not in practice.

8

As it is used in line 63, “disturb” most nearly means

- A) interrupt.
- B) interfere with.
- C) dispute.
- D) harass.

9

The main purpose of the final paragraph (lines 77-87) is to

- A) assert that the effects of restrictions on consumers are similar to the destruction of property.
- B) condemn those who have profited from the destruction of other people's property.
- C) develop a counterargument to the claim that economic benefits are often unseen.
- D) suggest the need for more thoughtful restrictions upon the economic activities of business owners.

10

The author indicates which of the following about the broken window's effect on the glazier's business?

- A) His business is not actually increased as a result of the broken window.
- B) His business depends on the carelessness of children.
- C) He is indirectly responsible for the shopkeeper's misfortune.
- D) The benefit he experienced is directly proportional to the loss experienced by other business owners.