

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



**STUDY HUT
TUTORING**

**Packet #11: SAT Writing & Language
Part A**

STUDYHUT.COM

Parts of Speech Review

1. Verbs

Verbs indicate **actions** or **states of being**.

Ex:	to enchant	to dominate	to impress	to champion	to revile
	to be	to coin	to listen	to provide	to insist
	to cheer	to purchase	to seem	to appear	to collapse
	to eat	to sit	to invite	to jog	to repair

The examples above are all in the infinitive form (to + verb), but we must **conjugate** a verb to indicate who or what is performing the action. The **noun** that's doing or being something is the **subject** of the verb. The **tense** of the verb tells us when the action occurred. Below, we've conjugated the regular verb *to vote*.

Conjugating **regular verbs** is easy:

Ex:	Present:	I <i>vote</i> today.
	Present Perfect:	I <i>have voted</i> eleven times since this morning.
	Simple Past:	I <i>voted</i> yesterday by mail.
	Past Perfect:	I <i>had voted</i> before the final debate.
	Conditional:	I <i>would vote</i> for you if you were on the ballot.
	Past Conditional:	I <i>would have voted</i> for you if I had found the polling place.
	Future:	I <i>will vote</i> tomorrow, and it will make a difference.
	Future Perfect:	I <i>will have voted</i> twenty times before the winner is announced.

Because **irregular verbs** are a bit trickier, they tend to show up on the SAT quite a bit. Two in particular, *to be* and *to have*, are tested all the time. Check it out.

to be		to have	
<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
I <i>am</i>	We <i>are</i>	I <i>have</i>	We <i>have</i>
You <i>are</i>	You (pl.) <i>are</i>	You <i>have</i>	You (pl.) <i>have</i>
He, She, It, One <i>is</i>	They <i>are</i>	He, She, It, One <i>has</i>	They <i>have</i>

The **number** of a verb tells us whether it is singular or plural. That's important to know, so you can check for subject verb agreement on SAT problems.

Singular: I, you, he, she, it, each, one, anyone, everyone

Plural: We, you, they

2. Nouns

Nouns indicate **people, places, objects,** and **ideas**, and can always be preceded by the articles *a(n)* or *the*. **Proper nouns** refer to specific people and places.

Ex: research, dinosaurs, cheesecake, conflict, Martin Van Buren, Uzbekistan

Research indicates that **dinosaurs** rarely ate **cheesecake**.

Due to a scheduling **conflict**, **Martin Van Buren** was unable to visit **Uzbekistan**.

3. Pronouns

Pronouns take the place of nouns to make writing sound less tedious.

Ex:

1st Person Singular = I	1st Person Plural = we
2nd Person Singular = you	2nd Person Plural = you
3rd Person Singular = he, she, it, one	3rd Person Plural = they

Dave went to Dave's local market to buy Dave a box of Dave's favorite cereal.
Dave went to **his** local market to buy **himself** a box of **his** favorite cereal.

Arthur is a big fan of horror movies. **He** watches **them** every night.

4. Adjectives

Adjectives modify nouns and pronouns.

Ex: disappointed, huge, green, new, heavy, first, foolish

Lisa felt **disappointed** to see a **huge, green** stain on her **new** sofa.

Heavy losses on the **first** day led the knights to question their **foolish** king.

5. Adverbs

Adverbs modify verbs, adjectives, and other adverbs. They often end with *-ly*.

Ex: hungrily, loudly, triumphantly, abruptly, politely, well

Michelle ate **hungrily**, belched **loudly**, and smiled **triumphantly**.

Brad **abruptly** flagged down a waiter and **politely** asked for the check.

The date did not go **well**.

6. Prepositions

Prepositions indicate spatial, temporal, or logical relationships between words in a sentence. Most often prepositions tell the reader where two nouns are located relative to one another. Sometimes, prepositions tell the reader when one event occurred relative to another event. Occasionally, prepositions tell the reader why events took place.

Ex: despite, into, toward, on, near, while, in

Despite the warning, the plane flew **into** the clouds **toward** the rainbow.
The book sat **on** the shelf **near** the fireplace **while** the phone rang **in** the kitchen.

7. Conjunctions

Conjunctions indicate relationships between words, phrases, and clauses.

Ex: for, and, but, or, yet, so, although, when, because, since

I'm very hungry, **but** I'm nowhere near hungry enough to eat cauliflower.
I've never eaten cauliflower, **and** I see no reason to start now.
Although I'm not actually allergic to it, I just tell everyone that I am.



ADJECTIVE/ADVERB ERROR

The sentence uses an adjective to modify a verb.

Wrong: Jeremy spoke *loud*.

Right: Jeremy spoke *loudly*.

Wrong: The *deliciously* eggplant fell.

Right: The *delicious* eggplant fell.



ADJECTIVES

- **Adjectives** answer questions about nouns (or pronouns):

Which one? The **green** car drove away.

What kind? The **fearsome** bear growled menacingly.

How many? He offered **numerous** excuses.

- An adjective will usually come immediately before the word it describes.
- An adjective can be used to describe a state of being, such as *to be*, *to become*, *to appear/seem*, in which case it will appear after the verb.

Ex: Bob was **happy**. Lisa seemed **angry**.

- **An adjective CANNOT be used to describe a verb!**



ADVERBS

- **Adverbs** answer questions about verbs:

Where? The hedgehog ran **outside**.

When? Harold sold his toaster **recently**.

How? Agatha stood up **quickly**.

To what extent? Shelia is **profoundly** wrong.

- Adverbs can also describe the intensity of adjectives and adverbs.
- Many (but not all) adverbs end in *-ly*.
- **An adverb CANNOT be used to describe a noun or pronoun!**



LINKING VERBS

Some verbs, called linking verbs, link the subject to an adjective:

Ex: *to be (am, are, is, was, were), to seem, to taste, to smell.*

Some verbs can be both linking or action verbs, depending on the context of the sentence:

Ex: *The soup tastes spicy!*
I taste the soup.



BASIC SKILLS PRACTICE

- 1 The fussy child behaved _____ to waiters. (*rude/rudely*)
- 2 The geology of Hawaii has always been contested _____ by scientists. (*heated/heatedly*)
- 3 I grabbed my camera as I saw the _____ panda begin to dance. (*graceful/gracefully*)

ADJECTIVES AND ADVERBS GET SWITCHED ALL THE TIME

Watch for sentences with a pair of underlined words, the first of which should be an adverb and the second of which should be an adjective.

(Ex:) The presence of tornadoes on the moon is extremely rarely.

You'll be given a number of answer choices that fumble the words back and forth, getting one or the other piece right, but the correct answer will correctly supply an adjective to modify a noun, pronoun, or state of being.

(Ex:) The presence of tornadoes on the moon is extremely rare.

In this example, the noun *presence* is described as *rare*. To what extent? **extremely rare!**

If you're pretty good with standard English, then go ahead and trust your ear on these.



WATCH OUT FOR SNEAKY ADJECTIVE/ADVERB SWITCH QUESTIONS

Some adjective adverb switch questions will try to trick you with an obvious switch that takes your attention away from the other concepts. Meanwhile, the answer choices will deal with punctuation issues, such as semicolons or commas.

(Ex:)

MERS is a contagiously respiratory infection that can be dangerous for the elderly. The first known case in the United States was confirmed on May 2, 2014.

- A) NO CHANGE
- B) contagious, respiratory
- C) contagious respiratory
- D) contagious; respiratory

In this case, we don't need an adverb. We should use the adjective **contagious** to modify **respiratory infection** as opposed to the adverb **contagiously** to modify *how respiratory* the infection is. It's also worth noting that the comma in answer choice (B) is unnecessary because the adjectives cannot be separated by the word *and*. (D) is clearly wrong because the semicolon is not followed by a complete idea. This question may look like it's testing your punctuation skills, but it also requires you to consider the rules that govern adjectives and adverbs.

REMEMBER THAT ADJECTIVES AND ADVERBS ARE MODIFIERS

Modifiers, such as adjectives and adverbs, must be placed directly next to the words they modify. Because of that grammar rule, the SAT is pretty picky about the placement of adjectives and adverbs. As a result, whenever you're asked where to put a single word within a sentence, the correct answer usually hinges on making sure the correct word is being modified. Keep that in mind.

Black Like Him

While topics regarding race relations are widely debated today, in the 1950s American South, segregation was the norm and racial tensions were especially high. The separation created an environment in which each race harbored suspicion toward the other. Troubled by his **1** observations, writer John Howard Griffin a white man raised in Texas, took the bold step of medically darkening his skin in order to “experience life as a Negro.” For a month in 1959, Griffin travelled throughout Louisiana, Mississippi, Alabama, and Georgia. **2** His journey, sponsored by the magazine **3** *Sepia*, revealed appalling incidents of racism.

He eventually decided to alternate his appearance back and forth between the two races, concluding from these interactions that neither race truly understood the other.

[1] Griffin described feelings of loneliness from the very beginning of his experiment, **4** and also he was shocked by the prevalence of hatred and oppression he witnessed. [2] During the last bit of his exploration, as he alternated presenting himself as white and black, he

5 gains valuable insight to the racial divide.

1

- A) NO CHANGE
- B) observations, writer, John Howard Griffin,
- C) observations, writer, John Howard Griffin
- D) observations, writer John Howard Griffin,

2

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

Griffin was blinded by an accident in 1946 but mysteriously regained his vision in 1957.

- A) Yes, because it gives background information that further explains Griffin’s writing process.
- B) Yes, because it explains why Griffin decided to undertake the project.
- C) No, because it provides background information that is not relevant to the paragraph.
- D) No, because it contradicts the main point of the paragraph.

3

- A) NO CHANGE
- B) *Sepia*. It
- C) *Sepia*,
- D) *Sepia*; it

4

- A) NO CHANGE
- B) and was
- C) he was
- D) and he was

5

- A) NO CHANGE
- B) gaining
- C) gained
- D) has gained

[3] Because of “whites only” restrictions on water fountains and restrooms, Griffin quickly learned that even **6** quaint outings required advance planning. [4] He applied for several jobs, all low-paying and menial in nature, but **7** were turned away each time. [5] One particularly candid white foreman even told Griffin that the plant was actively trying to eliminate black employees from every position a white man would be willing to do. [6] As a white man, he wrote, he was shown respect by other whites and regarded with a suspicious fear by blacks; as a black man, he was shown generosity and warmth from other blacks and regarded with hostility and contempt by whites. **8**

Griffin had few expectations for his story beyond publication in *Sepia*. **9** To his surprise, **10** the tale was

6

- A) NO CHANGE
- B) creative
- C) candid
- D) simple

7

- A) NO CHANGE
- B) is
- C) was
- D) will be

8

To make this paragraph most logical, sentence 2 should be placed

- A) where it is now.
- B) after sentence 3.
- C) after sentence 5.
- D) after sentence 6.

9

The writer is considering deleting the previous sentence. Should the writer make this change?

- A) Yes, because it contradicts the main purpose of the passage.
- B) Yes, because it does not follow logically from the previous paragraph.
- C) No, because it suggests that Griffin had another motive for writing the article.
- D) No, because it logically introduces the paragraph that follows.

10

- A) NO CHANGE
- B) international, even global, interest met the tale
- C) the tale was met with international interest
- D) interest in the tale was international, even global

met with international, even global, interest and requests

for high-profile interviews.

11 He ultimately used the form of a novel to publish his story, *Black Like Me*. It earned widespread acclaim and adoption into many high school curriculums.

Historians, both white and black, have noted that his recounting of the experience allowed white readers to understand the black reality in an entirely different way, playing an important role in shaping the white perception of the Civil Rights Movement.

11

In context, which choice best combines the underlined sentences?

- A) He ultimately published his story, *Black Like Me*, earning widespread acclaim and adoption into many high school curriculums, in the form of a novel.
- B) Ultimately, he published his story in the form of a novel, *Black Like Me*, which earned widespread acclaim and adoption into many high school curriculums.
- C) Earning widespread acclaim and adoption into many high school curriculums, he ultimately used the form of a novel to publish his story, *Black Like Me*.
- D) Ultimately, earning widespread acclaim, he used the form of a novel, *Black Like Me*, to publish his story, which was adopted into many high school curriculums.