



&



est

EGYPTIAN
SCHOLASTIC
TEST

EST I ENGLISH

LEVEL
UP

2025 EDITION

STRATEGIES

Level Up Strategies EST I

Table of Contents

Reading Section

1. **READING THE PASSAGE**
2. **ANSWERING ORDER OF THE QUESTIONS IN THE PASSAGE**
3. **CORRECT ANSWER CHOICE / WRONG ANSWER CHOICE**
4. **HOW TO PICK UP THE CORRECT ANSWER CHOICE**
5. **PASSAGE TECHNIQUES**
6. **EVIDENCE AND EVIDNCE SUPPORT QUESTIONS**
7. **VOCABULARY IN CONTEXT QUESTIONS**
8. **FUNCTION QUESTIONS**
9. **INFERENCE QUESTIONS**
10. **LITTLE PICTURE / DETAILS QUESTIONS**
11. **AUTHOR'S TECHNIQUE / TONE QUESTIONS**
12. **ANALOGY QUESTIONS**
13. **GRAPH QUESTIONS**
14. **BIG PICTURE / MAIN IDEA QUESTIONS**
15. **PAIRED PASSAGE**
16. **WORDS THAT SHOW UP THE MOST IN ANSWER CHOICES**
17. **TON WORDS THAT SHOW UP THE MOST IN READING SECTION**

Level Up Strategies EST I

Table of Contents

Writing Section

Punctuation

Clause

Phrase

Essential + non-Essential

Dangling + misplaced modifiers

Sentence fragment

Subject verb agreement

Verb tense consistency

Shifts in construction

Parallel structure

Concision wordiness redundancy Pronoun

case + agreement

Conjunctions

Transitions

Gerund vs infinitive

Idioms

Dictions

Adjectives + Adverbs Comparisons

Possession

Sentence combination

Add + delete

Sentence coherence

Sentence movement

Reading Section

READING THE PASSAGE

- ♥ Any passage can be answered without reading it at all
- ♥ You do not need to understand the whole passage to answer it
- ♥ Questions that you try to answer usually take you to a citation (textual place) in the passage
- ♥ You are required to read around those citations to be able to answer those questions
- ♥ Starting first with the questions that have referenced lines and require you to read **is the best idea**
- ♥ Students are not recommended to read the passage. however, they should answer questions in an order that they work out first the questions that require lots of reading

What if students decide to read the passage?

Which part they should read?

- ♥ **Once students decide to read the passage**
- ♥ **The way they read the passage varies according to the passage type**
- ♥ **College board reading section has three types of passage**
 - One novel passage**
 - Two history passages**
 - Two science passages**

Reading the novel passage

We may spend between two to three minutes to read the following parts in the novel passage

1) BLURB OR INTRODUCTORY

(made by CB to introduce the passage and its topic)

2) INTRODUCTION

- ♥ It got the passage settings such as main character, time, and place
- ♥ It is not the most important paragraph in novel passages though because the novelist is trying to show off in his narration by introducing complex vocabulary
- ♥ The novelist may not introduce directly the main scene or main character, but he would prefer to obscure it

3) Second paragraph

- ♥ The most important paragraph in novel passages as in which the novelist introduces the main character, secondary characters, and their characteristics

4) FIRST SENTENCE FROM PERIOD TO PERIOD OF EVERY PARAGRAPH

- ♥ **once the author starts a new paragraph, he introduces a change in the time, the place, or the character**

5) NEXT -TO LAST PARAGRAPH

- ♥ Much more important than the conclusion as it shows the fates or destiny of the characters

6) CONCLUSION

- ♥ it got a confirmation of the main idea and the tone of the passage

7) FIND THE CHARACTERS AND THEIR CHARACTERISTICS

- ♥ They are well required for questions that deal with the tones

8) FIND THE PLOT OF THE NOVEL

- ♥ Should be in the middle of the passage

9) DIALOGUES

- ♥ Any dialogue included is so significant as it is a natural position of a question

10) READ IDEAS AFTER THE COMING KEYWORDS (OPTIONAL) (BUT- HOWEVER – AGAIN- BECAUSE – WHILE)

- ♥ they transition to new ideas (either contrasted or supported or giving a reason)

**SECOND
PARAGRAPH**

BLURB

DIALOGUE

INTRODUCTION

Questions 1-10 are based on the following passage.

This passage is adapted from Chimamanda Ngozi Adichie, *Americanah*. ©2013 by Chimamanda Ngozi Adichie. The passage is set in a hair-braiding salon in New Jersey. Ifemelu is about to move back to Nigeria, where her former boyfriend Obinze lives.

Line Ifemelu decided then that she did not like Aisha at all. She wanted to curtail the conversation now so that they would say only what they needed to say. Line during the six hours it would take to braid her hair, and so she pretended not to have heard and instead brought out her phone. Feeling reckless, she composed an e-mail to Obinze and, without permitting herself to reread it, she sent it off. She had written that she was moving back to Nigeria and, even though she had a job waiting for her, even though her car was already on a ship bound for Lagos, it suddenly felt true for the first time. I recently decided to move back to Nigeria.

Aisha was not discouraged. Once Ifemelu looked up from her phone, Aisha asked again, "How long you in America?"

Ifemelu took her time putting her phone back into her bag. Years ago, she had been asked a similar question, at a wedding, and she had said two years, which was the truth, but the jeer on the Nigerian's face had taught her that, to earn the prize of being taken seriously among Nigerians in America, among Africans in America, indeed among immigrants in

America, she needed more years. Six years, she began to say when it was just three and a half. Eight years, she said when it was five. Now that it was thirteen years, lying seemed unnecessary but she lied anyway.

"Fifteen years," she said.

"Fifteen? That long time." A new respect slipped into Aisha's eyes. "You live here in Trenton?"

"I live in Princeton."

"Princeton." Aisha paused. "You student?"

"I've just finished a fellowship," she said, knowing that Aisha would not understand what a fellowship was, and in the rare moment that Aisha looked intimidated, Ifemelu felt a perverse pleasure. Yes, Princeton. Yes, the sort of place that Aisha could only imagine.

"But I'm going back home to Nigeria," Ifemelu added, suddenly remorseful. "I'm going next week."

"To see the family."

"No I'm moving back. To live in Nigeria."

"Why?"

"What do you mean, why? Why not?"

"Better you send money back. Unless your father is big man? You have connections?"

"I found a job there," she said.

"You stay in America fifteen years and you just go back to work?" Aisha smirked. "You can stay there."

Aisha reminded her of what Auntie Uju had said, when she finally accepted that Ifemelu was serious about moving back— Will you be able to cope? —and the suggestion, that she was somehow irrevocably altered by America, had grown thorns on her skin.

Her parents, too, seemed to think that she might not be able to "cope" with Nigeria. "At least you are now.

PLOT

an American citizen so you can always return to America," her father had said. Both of them had asked if Blaine would be coming with her, their question heavy with hope. It amused her how often they asked about Blaine now, since it had taken them a while to make peace with the idea of her black American boyfriend. She imagined them nursing quiet plans for her wedding: her mother would think of a caterer and colors, and her father would think of a distinguished friend he could ask to be the sponsor. Reluctant to flatten their hope, because it took so little to keep them hoping, which in turn kept them happy, she told her father, "We decided I will come back first and then Blaine will come after a few weeks."

"Splendid," her father said, and she said nothing else because it was best if things were simply left at splendid.

Aisha tugged a little too hard at her hair. "Fifteen years in America very long time," Aisha said, as though she had been pondering this. "You have boyfriend? You marry?"

"I'm also going back to Nigeria to see my man," Ifemelu said, surprising herself. My man. How easy it was to lie to strangers, to create with strangers the versions of our lives that we have imagined.

"Oh! Okay!" Aisha said, excited; Ifemelu had finally given her a comprehensible reason for wanting to move back. "You will marry?"

"Maybe. We'll see."

"Oh!" Aisha stopped twisting and stared at her in the mirror, a dead stare, and Ifemelu feared, for a moment, that the woman had clairvoyant powers and could tell she was lying.

1

Based on the passage, Ifemelu would most likely describe Aisha as

A) optimistic and friendly.

NEXT TO LAST
PARAGRAPH
(FATES)

CONCLUSION

Reading the history passage

We may spend between two to three minutes to read the following parts in the history passage

1) BLURB OR INTRODUCTORY

(made by CB to introduce the passage)

Blurb is so significant as it introduces:

- ♥ the author and the theme of the passage
- ♥ the reason for the passage and time frame
- ♥ historical events during that period

2) INTRODUCTION

- ♥ it introduces the theme that the author will talk about and it holds the main idea

3) FIRST SENTENCE FROM PERIOD TO PERIOD OF EVERY PARAGRAPH

- ♥ **once the author starts a new paragraph, he introduces a change in the time, the place, or the character**

4) FIND IF THE PASSAGE GOT A CONTROVERSY

- ♥ Find if you encounter a different claim contrary to that of the author
- ♥ Controversy is indicated by different opinion / different claim / different idea / counter claim / challenge / dispute

5) Dates and events

- ♥ Pay attention to the dates, events, and their sequences

6) AMERICAN HISTORICAL FIGURES

- ♥ PAY ATTENTION TO NAMES OF AMERICAN PRESIDENTS AND THEIR TRAITS

7) READ ABOUT AMERICAN HISTORY AND CULTURE

- ♥ Main themes of American history and culture are included in a separate book

8) CONCLUSION

- ♥ It got the main idea and the tone of the passage

9) READ IDEAS AFTER THE COMING KEYWORDS (OPTIONAL)

(BUT- HOWEVER – AGAIN- BECAUSE – WHILE)

- ♥ they transition to new ideas (either contrasted or supported or giving a reason)

Reading the paired passage

We may spend between two to three minutes to read the following parts in the paired passage

1) BLURB OR INTRODUCTORY

(made by CB to introduce the passage)

Blurb is so significant as it introduces:

- ♥ the author and the theme of each passage
- ♥ the reason for each passage and time frame
- ♥ historical events during that period

PASSAGE ONE CAN BE READ AS FOLLOWS

2) INTRODUCTION

- ♥ Read the introduction of passage 1
- ♥ it introduces the theme that the author will talk about and it holds the main idea
- ♥ if the introduction is big in size just read the first half of it

3) FIRST SENTENCE FROM PERIOD TO PERIOD OF EVERY PARAGRAPH OF PASSAGE 1

- ♥ **once the author starts a new paragraph, he introduces a change in the time, the place, or the character**
- ♥ Read the first sentence of every paragraph of passage 1

4) Read the conclusion of passage 1

- ♥ If the conclusion is big in size, read the second half of it
- ♥ It got the main idea and the tone of the passage

5) READ IDEAS AFTER THE COMING KEYWORDS (OPTIONAL) (BUT- HOWEVER – AGAIN- BECAUSE – WHILE)

- ♥ they transition to new ideas (either contrasted or supported or giving a reason)
- **While you read the first passage, you encounter ideas / claims that seem to have no significance for you**
- **Those ideas/ claims only seem to be significant once you encounter them again while reading passage 2, either as consistent or as CONTROVERSIAL to passage 1**

PASSAGE TWO CAN BE READ AS FOLLOWS

6) REPEAT THE SAME THING FOR PASSAGE 2

- ♥ Read passage 2 as you did for passage 1 (blurb / introduction / one sentence of every paragraph / conclusion)

7) FIND THE RELATIONSHIP BETWEEN THE 2 PASSAGES

- ♥ Let your mind spend few seconds comparing between the 2 passages
- ♥ Find the main idea of each passage
- ♥ Find the claims that have been mentioned in both passages
- ♥ Find the tone of each passage separately
- ♥ Find Which one is positive, and which one is negative?
- 20 percent of the paired passages (both negative or both positive)
- 30 percent of paired passages (one is positive and the other is negative)
- 50 percent of paired passages (one is positive or negative while the other one is both positive and negative at the same time)

blurb presents two controversial passage

blurb shows a controversy

main idea of passage 1

introduction of passage 2 shows a negative main idea

Questions 32-42 are based on the following passage.

Passage 1 is adapted from a speech delivered in 1793 by Hugh Henry Brackenridge, "Oration on the Celebration of the Anniversary of Independence, July 4th, 1793" Passage 2 is adapted from Alexander Hamilton, "Americanus No. 1," The works of Alexander Hamilton volume 7. Originally published in 1794. Both passages address the question of whether the United States should help revolutionary France in its conflict with other European powers.

Passage 1

Is it the duty of these states to assist France? ~~And~~ we are bound by treaty, and how far, I will not say because it is not necessary. We are bound by a higher principle, if our assistance could avail; the great laws of humanity.

We might, it is true, allege the stipulations of a treaty and the guarantee of her possessions to France. But as the world would know and we ought to avow...it is the cause of republicanism which would induce our efforts....The heart of America feels the cause of France. She takes a part in all her councils, approves her wisdom, blames her excesses. She is moved, impelled, elevated, and depressed with all the changes of her good and bad fortune. She feels the same fury in her veins. She is tossed and shaken with all the variety of hopes and fears attending her situation. Why not? Can we be indifferent? Is not our fate interlaced with hers? For, O! France, if thy Republic perish, where is the honor due to ours? From whom respect to our flag upon the seas? Not from France restored to a monarch and indignant at those very feelings which are now our glory; not from the despots that are against her. These will easily recollect that the cause of their evils took their rise here.

Can we assist France by arming in her favor? I will not say that we can. But could we, and should France say, "United States, your neutrality is not sufficient; I expect the junction of your arms with mine, your heroes on the soil and your privateers on the ocean to distress the foe," who is there would not say, "It shall be so. You shall have them. Our citizens shall arm; they shall attack; our oaks shall descend from the mountains; our vessels be launched upon the stream; and the voice of our war, however weak, shall be heard with yours."

main claim is positive

conclusion confirms tone and main idea

Passage 2

The war which now rages is & for obvious reasons is likely to continue to be carried on with unusual animosity and rancor. It is highly probable that the resentment of the combined powers against us if we should take part in the war would be if possible still more violent than it is against France. Our interference would be regarded as altogether officious and wanton. How far this idea might lead to an aggravation of the ordinary calamities of war would deserve serious reflection.

The certain evils of our joining France in the war are sufficient dissuasives from so intemperate a measure. The possible ones are of a nature to call for all our caution, all our prudence.

To defend its own rights, to vindicate its own honor, there are occasions when a Nation ought to hazard even its existence. Should such an occasion occur, I trust those who are now most averse to commit the peace of the country will not be the last to face the danger, nor the first to turn their backs upon it.

But let us at least have the consolation of not having rashly courted misfortune. Let us have to act under the animating reflection of being engaged in repelling wrongs which we neither sought nor merited, in vindicating our rights, invaded without provocation, in defending our honor violated without cause. Let us not have to reproach ourselves with having voluntarily bartered blessings for calamities.

But we are told that our own Liberty is at stake upon the event of the war against France—that if she falls we shall be the next victim. The combined powers, it is said, will never forgive in us the origination of those principles which were the germs of the French Revolution. They will endeavour to eradicate them from the world...

To subvert by force republican Liberty in this Country, nothing short of entire conquest would suffice. This conquest, with our present increased population; greatly distant as we are from Europe, would either be impracticable or would demand such exertions, as following immediately upon those which will have been requisite to the subversion of the French Revolution, would be absolutely ruinous to the undertakers.

passage 2 conclusion confirms the main idea

counter claim of passage 2 main idea

Questions 32-42 are based on the following passage.

Passage 1 is adapted from a speech delivered in 1793 by Hugh Henry Brackenridge, "Oration on the Celebration of the Anniversary of Independence, July 4th, 1793" Passage 2 is adapted from Alexander Hamilton, "Americanus No. I," The works of Alexander Hamilton volume 7. Originally published in 1794. Both passages address the question of whether the United States should help revolutionary France in its conflict with other European powers.

Passage 1

Line Is it the duty of these states to assist France? That we are bound by treaty, and how far, I will not say because it is not necessary. We are bound by a higher principle, if our assistance could avail; the great law of
5 humanity.

We might, it is true, allege the stipulations of a treaty and the guarantee of her possessions to France. But as the world would know and we ought to avow... it is the cause of republicanism which would
10 induce our efforts.... The heart of America feels the cause of France. She takes a part in all her councils, approves her wisdom, blames her excesses. She is moved, impelled, elevated, and depressed with all the changes of her good and bad fortune. She feels the
15 same fury in her veins. She is tossed and shaken with all the variety of hopes and fears attending her situation. Why not? Can we be indifferent? Is not our fate interlaced with hers? For, O! France, if thy Republic perish, where is the honor due to ours?

20 From whom respect to our flag upon the seas? Not from France restored to a monarch and indignant at those very feelings which are now our glory: not from the despots that are against her. These will easily recollect that the cause of their evils took their rise
25 here.

Can we assist France by arming in her favor? I will not say that we can. But could we, and should France say, "United States, your neutrality is not sufficient; I expect the junction of your arms with mine, your
30 heroes on the soil and your privateers on the ocean to distress the foe," who is there would not say, "It shall be so. You shall have them. Our citizens shall arm; they shall attack; our oaks shall descend from the mountains; our vessels be launched upon the stream;
35 and the voice of our war, however weak, shall be heard with yours."

Passage 2

The war which now rages is & for obvious reasons is likely to continue to be carried on with unusual animosity and rancor. It is highly probable
40 that the resentment of the combined powers against us if we should take part in the war would be if possible still more violent than it is against France. Our interference would be regarded as altogether officious and wanton. How far this idea might lead to
45 an aggravation of the ordinary calamities of war would deserve serious reflection.

The certain evils of our joining France in the war are sufficient dissuasives from so intemperate a measure. The possible ones are of a nature to call for
50 all our caution, all our prudence.

To defend its own rights, to vindicate its own honor, there are occasions when a Nation ought to hazard even its existence. Should such an occasion occur, I trust those who are now most averse to commit
55 the peace of the country will not be the last to face the danger, nor the first to turn their backs upon it.

But let us at least have the consolation of not having rashly courted misfortune. Let us have to act under the animating reflection of being engaged in repelling wrongs which we neither sought nor
60 merited, in vindicating our rights, invaded without provocation, in defending our honor violated without cause. Let us not have to reproach ourselves with having voluntarily bartered blessings for
65 calamities.

But we are told that our own Liberty is at stake upon the event of the war against France—that if she falls we shall be the next victim. The combined
70 powers, it is said, will never forgive in us the origination of those principles which were the germs of the French Revolution. They will endeavour to eradicate them from the world...

To subvert by force republican Liberty in this Country, nothing short of entire conquest would
75 suffice. This conquest, with our present increased population; greatly distant as we are from Europe, would either be impracticable or would demand such exertions, as following immediately upon those which will have been requisite to the subversion of
80 the French Revolution, would be absolutely ruinous to the undertakers.

READING THE SCIENCE PASSAGE

INTRODUCING THE SCIENCE PASSAGE

Science passages are introducing a **STUDY** of

- FINDING**
- RESEARCH**
- EXPERIMENT**
- SURVEY**
- STUDY**
- DISCOVERY**

The components of the study are as follows

What does the study test?

The purpose or the reason behind the study

The question of why zebras have stripes has puzzled scientists—including Darwin—for over a century, leading to five main hypotheses: that the stripes repel insects, provide
5 camouflage, confuse predators, reduce body temperature, or help the animals interact socially.

For the first time, scientists played all of these theories against each other in a statistical model—and the result was pretty much, well, black and white.

The setting of the study

Where and when the study begins

It introduces the name and the title of the scientist

Researchers based at the University of California, Los Angeles (UCLA) have produced one of the most comprehensive zebra stripe studies yet by examining how 29 different environmental variables influence the stripe styles of plains zebras at 16 different sites from south to central Africa.

said study leader Tim Caro, a biologist at the University of California, Davis.

Design of the study

Indicated by environment of the study

- timeframe of the study**
- number of participants**
- types of species used in the study**
- equipment used in the study**

For the study, Caro and colleagues collected data from a vast range of sources, including museum collections and historical maps.

First, the team looked at variations in striping patterns across the seven living species of the equid group—which includes horses, asses, and zebras—and their 20 subspecies. Most have some sort of striping somewhere on their bodies.

They also noted where the stripes occurred on the body—for instance, the face, belly, or rump.

Result of the study

Indicated by reporting verbs that show results

- found / calculated / figured / resulted in / estimated / proved / exhibited / indicated**
- Find if the result is positive or negative**

The results showed that the range of striped species overlaps with where biting flies are most active—regardless of species and where the stripes occur on the body, according to the study.

Comments on the result of the study

Those comments may have been made by the same scientist who made the study or by a competitive scientist

Those comments may fall into three categories:

- Support / praise / explain the study**
- Criticize the study**
- Indicate that results are not convincing and extra research is needed**

Brenda Larison, a biologist at the University of California, Los

Angeles, who studies stripes in plains zebras, said the new study's approach is "broad brush," and that more specific
5 research may be needed.

Line **Passage 1**

The question of why zebras have stripes has puzzled scientists—including Darwin—for over a century, leading to five main hypotheses: that the stripes repel insects, provide camouflage, confuse predators, reduce body temperature, or help the animals interact socially.

**MAIN IDEA
+
PURPOSE OF THE
STUDY**

For the first time, scientists played all of these theories against each other in a statistical model—and the result was pretty much, well, black and white.

10 “We found again and again and again [that] the only factor which is highly associated with striping is to ban biting flies,” said study leader Tim Caro, a biologist at the University of California, Davis.

SETTING OF THE STUDY

15 For the study, Caro and colleagues collected data from a vast range of sources, including museum collections and historical maps.

First, the team looked at variations in striping patterns across the seven living species of the equid group—which includes horses, asses, and zebras—and their 20 subspecies.

20 Most have some sort of striping somewhere on their bodies.

They also noted where the stripes occurred on the body—for instance, the face, belly, or rump.

DESIGN OF THE STUDY

The team then mapped where current and extinct equid species live, where biting flies are found, the ranges of predators like lions and hyenas, distribution of forests, and other environmental factors that could influence the evolution of stripes. The data was then entered into a statistical model to find out which variable best explains striping.

30 The results showed that the range of striped species overlaps with where biting flies are most active—regardless of species and where the stripes occur on the body, according to the study.

RESULT OF THE STUDY

Brenda Larison, a biologist at the University of California, Los

35 Angeles, who studies stripes in plains zebras, said the new study’s approach is “broad brush,” and that more specific research may be needed.

That’s why “the story is likely to be much more complex, and this is unlikely to be the last word on the subject,” said Larison.

**COMMENTS ON THE
STUDY**

Passage 2

Reading the science passage

We may spend between two to three minutes to read the following parts in the science passage

- ♥ Science passages are introducing one of the following:

(FINDING - RESEARCH - EXPERIMENT -SURVEY –STUDY – DISCOVERY)

1) BLURB OR INTRODUCTORY

(made by CB to introduce the passage and its topic)

2) INTRODUCTION

- ♥ it introduces the theme that the author will talk about and it holds the main idea

4) SPOT AND SCAN FOR THE DIFFERENT COMPONENTS OF THE STUDY. READ THEM ESPECIALLY THE RESULT

- ♥ **What does the study test?**
- ♥ **The setting of the study**
- ♥ **Design of the study**
- ♥ **Result of the study**
- ♥ **Comments on the result of the study**

5) FIRST SENTENCE FROM PERIOD TO PERIOD OF EVERY PARAGRAPH

- ♥ once the author starts a new paragraph, he introduces a change in the time, the place, or the character

6) FIND IF THE PASSAGE GOT A CONTROVERSY

- ♥ May be at the introduction or following the result of the study (FINDING -RESEARCH- EXPERIMENT-SURVEY- DISCOVERY) you may encounter a different claim contrary to that of the scientist
- ♥ Controversy is indicated by different opinion / different claim / different idea / counter claim / challenge / dispute

7) CONCLUSION

- ♥ It got the main idea and the tone of the passage

9) READ IDEAS AFTER THE COMING KEYWORDS (OPTIONAL) (BUT- HOWEVER – AGAIN- BECAUSE – WHILE)

- ♥ they transition to new ideas (either contrasted or supported or giving a reason)

PASSAGE QUESTIONS ANSWERING ORDER

WHAT IS AFTER READING THE PASSAGE?

ALL TYPES OF READING TACTICS AIM AT:

- | |
|--|
| ♥ Extracting the main idea of the passage |
| ♥ Extracting the tone of the passage |
| ♥ figuring if the passage got one direction (one claim) |
| ♥ figuring if the passage got two directions (two claims) (claim and counter claim / challenge / dispute / controversy / argumentative) |

ANSWERING ORDER

- WHICH QUESTION YOU ANSWER FIRST?**
- WHICH COMES SECOND?**
- AND WHY?**

**MY FAVORITE WAY OF APPROACHING THE READING
PASSAGE IS NOT TO READ AT ALL BUT TO ANSWER
WITHOUT READING**

ANSWERING THE PASSAGE IN CERTAIN ORDER ENABLES YOU TO

- ♥ READ FOR THE PURPOSE OF ANSWERING AND NOT FOR THE PURPOSE OF READING
- ♥ ANSWERING THE QUESTIONS SMOOTHLY AND WASTE NO TIME
- ♥ GETTING ACQUAINTED TO THE PASSAGE AND ITS MAIN IDEA
- ♥ THE ANSWERING ORDER I PUT HERE HELP YOU GETTING **ADEQUATE KNOWLEDGE** THROUGH WHICH **EACH QUESTION** ENABLES YOU TO ANSWER THE **FOLLOWING QUESTIONS**

Why evidence support questions and evidence questions should be answered first?

- ♥ To answer **one evidence support question** (**two questions**), you will need to read the 4 choices of the second question (4 citations of referenced lines)
- ♥ to answer **one evidence question** (one question) you will need to read the 4 citations of the referenced lines of its answer choices
- ♥ those citations of the referenced lines will give you a reasonable understanding of the whole passage and hence they will enable you to answer the rest of the questions in the same passage with least readings
- ♥ those citations of the referenced lines will get you acquainted to the passage in an indirect way
- ♥ In short, those citations of the referenced lines will save you lots of time while approaching the passage because you read the citations of the referenced lines for the purpose of answering and not for the purpose of reading
- ♥ Starting the passage by answering the evidence and evidence support questions will let you solve the passage without reading it ahead

FREQUENCY OF EVIDENCE AND EVIDENCE SUPPORT QUESTIONS

total number of evidence support questions and evidence questions is between 15 to 20 questions

HOW TO SPOT EVIDENCE SUPPORT QUESTIONS

- ♥ two questions connected together; you answer the first one and you provide the location of the answer in the second one
- ♥ the format of the second question does not change and it got the word **PREVIOUS** which connects the second question to the first one: (Which choice provides the best evidence for the answer to the **PREVIOUS** question?)
- ♥ Second question takes the form of **LINE NUMBERS** (locations of referenced lines)

The narrator's view of Polly's artistic aspirations is best described as one of

- A) gentle mocking, because the narrator conveys Polly's childlike exaggeration of the obstacles she faces.
- B) strong criticism, because the narrator demonstrates that Polly's behavior is inconsistent with her professed ideals.
- C) growing admiration, because the narrator indicates that Polly overcomes the skepticism of those around her.
- D) lingering fascination, because the narrator appreciates the novelty of Polly's approach to creating art.

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

- A) Lines 46-52 ("She . . . camp")
- B) Lines 68-71 ("That . . . artist")
- C) Lines 71-74 ("What's . . . tongue")
- D) Lines 82-84 ("Truth . . . voice")

Format for second question does not change

Four choices (citations of referenced lines) of second question

HOW TO SPOT EVIDENCE QUESTIONS

- ♥ It is one single question with 4 answer choices which take the form of referenced lines
- ♥ You need to find the correct evidence for the question among the 4 choices of the referenced lines

The diagram shows a sample question and four answer choices. A red oval highlights the question, and a blue oval highlights the answer choices. Callout boxes point to the question and the choices.

25

Which choice most clearly contradicts the position on Permian holdovers attributed to Shen Shu-zheng and twenty-one coauthors?

A) Lines 46-48 (“Clarity . . . China”)
B) Lines 48-50 (“Sampling . . . basins”)
C) Lines 50-56 (“Much . . . crisis”)
D) Lines 56-58 (“The results . . . appreciated”)

One single question

Find the answer among its four choices (citations of referenced lines)

HERE IS THE ANSWERING ORDER OF THE PASSAGE

- | |
|--|
| 1) EVIDENCE SUPPORT QUESTIONS |
| 2) EVIDENCE QUESTIONS |
| 3) VOCABULARY IN CONTEXT QUESTIONS |
| 4) QUESTIONS WITH REFERENCED LINES
(FUNCTION / INFERENCE / LITTLE PICTURE) |
| 5) QUESTIONS THAT CONTAIN LEAD WORDS
/SYNONUMOUS WORDS |
| 6) ANSWER GRAPH QUESTIONS, ALL OTHER
QUESTIONS, AND END UP WITH MAIN IDEA
QUESTIONS |

CORRECT ANSWER CHOICE

WRONG ANSWER CHOICE

CORRECT ANSWER CHOICE

FEATURES OF CORRECT ANSWER CHOICE:

- ♥ Contains synonym words
- ♥ Tends to be general and not specific
- ♥ No more no less: covers up all information and ideas in the referenced lines
- ♥ Does not add any extra information, does not leave any information uncovered
- ♥ Free of extreme words

WRONG ANSWER CHOICE

Types of Wrong Answers

- ♥ we can easily identify two wrong answers and often three.
- ♥ if you know that 3 answers are wrong the fourth must be correct—even if you don't know why.

EXTREME CHOICES

- Eliminate answer choices that contain extreme words
- Extreme words make the choice wrong (95 percent)
- Extreme words show exaggeration in the answer choices either toward the majority or toward the minority

Choice that has one of the following words are: EXTREME

Must / needs / most / many / always / never

All / total / only / exclusively / completely / entirely / thoroughly

Mainly/ chiefly/ primarily/ largely/mostly

Invariably/ certainly/ absolutely/ unquestionably

words that end in -est (greatest, largest, etc.)

words that end in -less (worthless, useless, etc.)

words that are preceded by most (most accurate, most important)

words that are preceded by least (least significant, least truthful)

the following answer choice is extreme

people in the neighborhood think that Mr. Robert is mean

- ♥ the word people means all people in the neighborhood with no exception because it is a general word
- ♥ it is impossible for all people in the neighborhood to have an agreement that Mr. Robert is mean especially that the neighborhood has all family and relatives of Mr. Robert

WATCH THE DIFFERENCES BETWEEN EXTREME AND NON-EXTREME CHOICES

- ♥ **Americans** should enjoy a prosperous life (extreme)

the word Americans means all Americans and is an extreme word because the choice is defending a majority (all Americans)

- ♥ **black Americans** should enjoy a prosperous life (not extreme)

the word black Americans refers to all black Americans and is not an extreme choice because it defends a minority (all black Americans)

UNDERSTAND THE DIFFERENCES BETWEEN MODERATE AND EXTREME WORDS

Moderate Word	Extreme Word
unfriendly	hostile
happy	elated
sad	despairing
excited	hysterical
impolite	barbaric
opposition	malice
unrealistic	outrageous
challenge	mock
anxious	frantic
unlikely	impossible

Contrary to Fact

- ♥ if the passage provides a claim or a belief, then it is a fact and if the answer choice provides the opposite
- ♥ then the answer choice can be eliminated

1

Based on the passage, Ifemelu would most likely describe Aisha as

- A) optimistic and friendly.
- B) intuitive and talented.
- C) intrusive and uncultured.
- D) guarded and suspicious.

Line

A Ifemelu decided then that she did not like Aisha at all. She wanted to curtail the conversation now, so that they would say only what they needed to say Line during the six hours it would take to braid her hair, 5 and so she pretended not to have heard and instead brought out her phone. Feeling reckless, she

CHOICE A is **contrary to fact**

Off Topic / Has No Support / Not Mentioned

- ♥ answer choices refer to things we know are true in the world in general, but are not actually, existed or supported in the passage.

Thus even when he opened the letter which arrived
35 at his London address, having noticed that the
handwriting on the envelope was not that of
someone accustomed to writing letters, and even
when he saw the name Milson as the sender, he was
still puzzled by its provenance. Only when he read
40 it a second time did he realize who it was from and
then, as though he had received a blow in the
stomach, he understood what the letter said. Lamb
House in Rye had fallen vacant, Milson told him,
and could be had. His first thought was that he would

4

The passage indicates that Henry has which reaction when he receives Mr. Milson's letter?

- A) He hopes the letter has come from someone other than Mr. Milson.
- B) He initially fails to appreciate the letter's significance.
- C) He suspects the letter contains bad news.
- D) He assumes the letter will communicate false information.

CHOICE A IS Off Topic / Has No Support / Not Mentioned

Too Broad

- ♥ A broad answer choice describes a topic in a general way
- ♥ If the passage talks about a specific topic and the answer choice is general, then answer choice should be eliminated

Broad: Dogs have fur

Too Narrow (Specific)

- ♥ A narrow sentence is much more specific
- ♥ If the passage talks about a general topic and the answer choice is specific, then answer choice should be eliminated

Narrow: All dogs have fur, but the quality of it can vary from fuzzy and thick to stiff and prickly

Transmuting—and sometimes even perfecting—ideas developed elsewhere is fundamental to the way
40 America does business. And, while we chide ourselves unduly regarding what we believe to be a slow rate of change, the fact is that no other country changes more rapidly than we do—nor is any other country as open to new ideas.

16

The author most strongly suggests that people in the United States hold which unfounded belief about themselves?

- A) They refuse to embrace new ideas.
- B) They lack ingenuity.
- C) They are slow to adapt to new circumstances.
- D) They are suspicious of corporations.

CHOICE B IS TOO BROAD

Partially Correct / true to a point

- ♥ the answer choice must be all correct.
- ♥ Test Makers like to start an answer with the correct information, but the rest of the answer wanders off topic and turns to be wrong in the end

camouflage". But although disruptive camouflage was cited in countless textbooks, it remained largely
15 untested until 2005, when Innes Cuthill, Martin Stevens and their colleagues at the University of Bristol, United Kingdom, devised an experiment using fake moths made from paper triangles. By

27

The author most likely uses the word "countless" (line 14) to

- A) describe the variety of textbooks to which camouflage researchers have contributed material.
- B) emphasize the widespread and long-standing acceptance of an untested theory of camouflage.
- C) characterize the number of different camouflage patterns observed in nature.
- D) suggest the impracticality of studying camouflage patterns in every relevant species.

CHOICE C IS Partially Correct / true to a point

Wrong Part of the Passage / True but wrong Answer choice

- ♥ Watch out for line references in a question.
- ♥ If a question asks about the last paragraph, a correct answer cannot be from another part of the passage, even if the information is factually correct according to the passage

According to the passage, how did scientists determine that not all the volcanic explosions occurred soon after Mercury's formation?

- A) By demonstrating that pyroclastic deposits were left as residue only during the later periods of Mercury's history
- B) By establishing that some craters containing pyroclastic deposits were created quite a long time after mercury formed
- C) By comparing the ages of craters containing pyroclastic deposits to the ages of craters containing no such deposits
- D) By analyzing the amount of damage that particular volcanic explosion on Mercury caused to the surface of the planet

"These ages tell us that Mercury didn't degas all of its volatiles very early," Goudge said. "It kept some of its volatiles around to more recent geological times."

The extent to which Mercury's volatiles stuck
75 around could shed light on how the planet formed.

CHOICE A IS WRONG PART OF THE PASSAGE

Wrong Tone

- ♥ Tone is produced by word choice.
- ♥ English words have connotations in addition to denotations.
- ♥ Denotations are the dictionary meanings of words, but connotations are the implied or cultural meanings and uses of a word.
- ♥ This means that two words could have identical definitions but very different usages, and hence produce different tones.

• If the citation / referenced lines provide positive tone, correct answer choice has to be positive and the vice versa

Thayer earned himself the title “father of camouflage”. But although disruptive camouflage was cited in countless textbooks, it remained largely
15 untested until 2005, when Innes Cuthill, Martin Stevens and their colleagues at the University of Bristol, United Kingdom, devised an experiment using fake moths made from paper triangles. By pinning them to oak trees, the researchers found that
20 “moths” with black markings on their edges were less likely to be attacked by birds than those with central markings or uniform colors. “It showed that

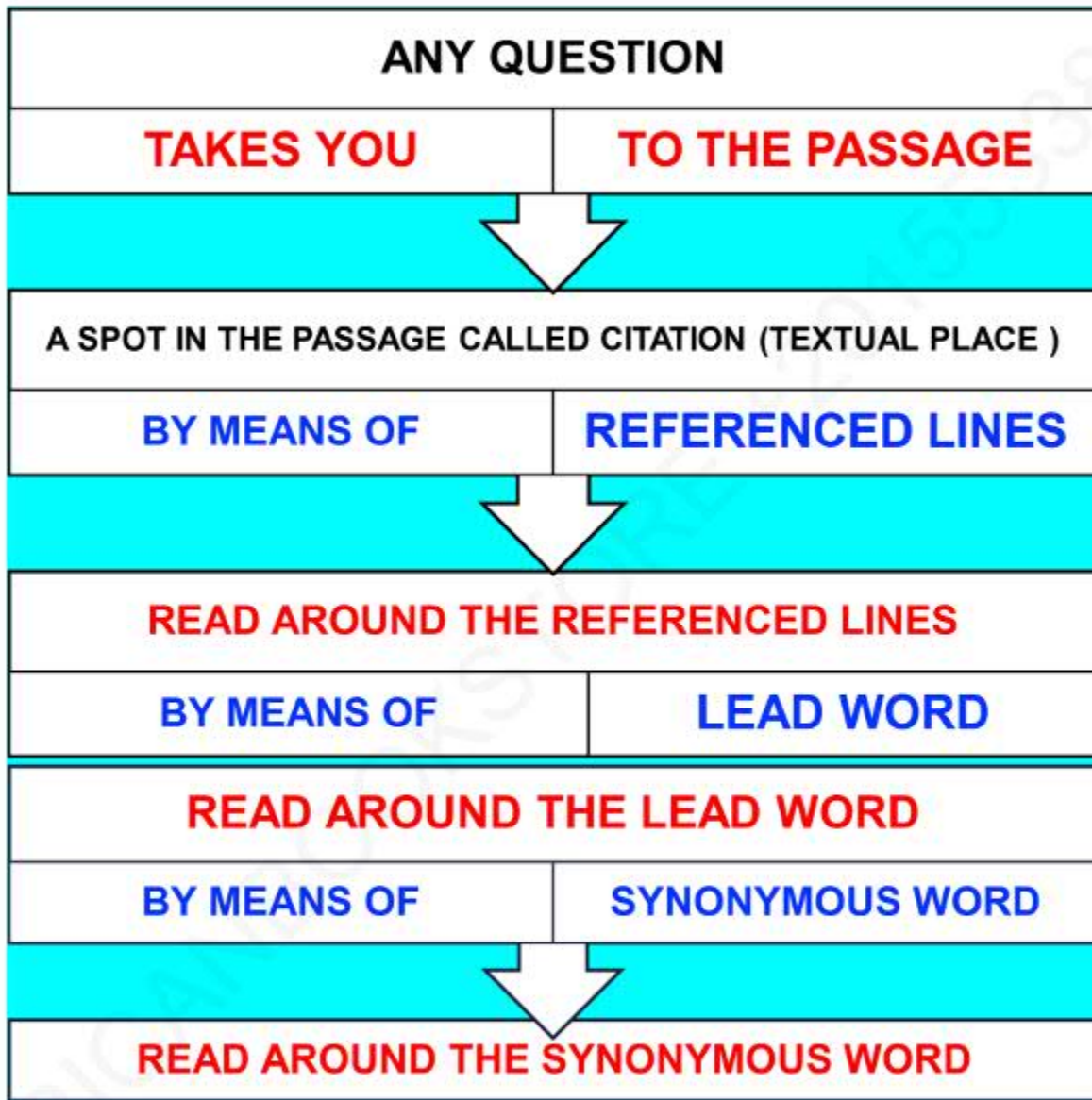
24

The passage provides a chronological account of how scientists

- A) increased their understanding of a particular camouflage strategy.
- B) accepted and then rejected successive camouflage mechanisms.
- C) gradually lost interest in camouflage-related research.
- D) steadily incorporated human subjects into camouflage-related research.

CHOICE C IS **WRONG TONE**

HOW TO PICK UP THE CORRECT CHOICE



**A CORRECT ANSWER CHOICE
SHOULD HAVE THE FOLLOWING REQUIRMENTS**

- 1) Has a direct support in the citation / referenced lines**
- 2) Consistent with the tone of the citation / referenced lines**
- 3) No more no less: does not add extra information / does not leave any information uncovered**
- 4) Tends to be a bit general and not specific**
- 5) Free of extreme words**

Applied example from

Passage 1

Is it the duty of these states to assist France? That we are bound **by treaty**, and how far, I will not say because it is not necessary. We are bound by a higher principle, if our assistance could avail; the great law of
Line 5 humanity.

34

In Passage 1, Brackenridge indicates his opinion that **the treaty** between the United States and France

- A) has been poorly understood by both the public and politicians.
- B) is not the most compelling reason for the United States to ally with France.
- C) can be justifiably set aside in the current global political situation.
- D) is not supported by other nations of the world.

Answer explanations

- ♥ Question asks about the **author's opinion** about the **treaty** between united states and France
- ♥ We use the word **treaty** as a lead word and spot it in line 2
- ♥ Citation describes the treaty that bounds the two countries
- ♥ Author's said (I am not saying because it is just necessary, and America is connected to France by a higher connection which is the laws of humanity
- ♥ Citation expresses the **opinion of the author** (**I am not saying**)
- ♥ He did not talk negatively about the treaty, but he mentioned that there is a higher connection
- ♥ He indicated that there is a higher connection than the treaty which is the laws of humanity
- ♥ It means that the treaty is not the only connection
- ♥ For the analysis above

Choice A is incorrect

- ♥ **Poorly** is negative
- ♥ **Understood** is not supported
- ♥ **Public and politicians** are broad claims and not supported in the citation

Choice B is correct

- ♥ **Most** here is not extreme because it stands for a higher connection which is the humanity

Choice C is incorrect

- ♥ **Set aside** is negative
- ♥ **Global** is broad claim and not supported in the citation

Choice D is incorrect

- ♥ **Not supported** is a negative tone
- ♥ **Nations of the world** is a broad claim and not supported in the citation

PASSAGE TECHNIQUES

TECHNIQUE OF LEAD WORD / SYNONUMOUS WORD

A LEAD WORD IS A UNIQUE WORD IN THE QUESTION THAT DOES NOT GET REPEATED OFTEN

PICK THE WORD AND SCAN THE PASSAGE FOR IT

READ AROUND THE LEAD WORD

WHERE YOU FIND THE LEAD WORD, WHERE YOU FIND THE ANSWER

TECHNIQUE OF THE LEAD WORD

47

Compare with the MESSENGER data from 2008, the MESSENGER data from 2011 provided information that was more

- A) ambiguous in its implications.
- B) consistent with established theories.
- C) surprising in its complexity.
- D) comprehensive in scope.

LEAD
WORDS

A team of researchers, led by Tim Goudge looked at 51 pyroclastic sites distributed across Mercury's surface. They used data from MESSENGER's cameras and spectrometers collected after the spacecraft entered orbit around Mercury in 2011. Compared with the data from the initial flybys, the orbital data provided a much more detailed view of the deposits and the source vents that spat them out.

The new MESSENGER data revealed that some of the vents have eroded to a much greater degree than others — an indicator that the explosions didn't happen all at the same time.

SCAN FOR AND
SPOT
LEAD WORDS

Answer explanations

QUESTION IS ASKING ABOUT A COMPARISON BETWEEN MESSENGER DATA FROM 2008 AND 2011

- ♥ We use the word (**MESSENGER DATA / 2008 / 2011**) as lead words and spot them in line (30-36)
- ♥ Initial flybys data stands for 2008 data
- ♥ Citation compares the messenger data from the two dates and states that the messenger data from 2011 provided a much more detailed view of the deposits
- ♥ Citation tone is positive and expresses the inclusive coverage

Choice A is incorrect

- ♥ **Tone** is negative

Choice B is incorrect

- ♥ **Consistent** means it provides the same scope of coverage

Choice C is incorrect

- ♥ Surprisingly is not supported
- ♥ Complexity is a negative tone

Choice D is correct

- ♥ Comprehensive in scope means inclusive coverage

TECHNIQUE OF THE SYNONYMOUS WORD

14

The passage implies that the city's **first attempt to** address the water shortage was inadequate in that it **failed to**

- A) apply conservation measures consistently to all neighborhoods.
- B) explain to residents how to make the best of the new information.
- C) establish a mechanism by which residents demonstrate their compliance.
- D) instruct residents about the long-term dangers of the situation at hand.

FIND IN THE PASSAGE SYNONYM FOR WORDS IN THE QUESTION

- 10 The city's **strategy** was based on the assumption that if individuals were informed of the situation, they would adjust their behavior and reduce usage—after all, no one wants to be without water. But the assumption was **wrong**. In fact, the city's strategy
- 15 *increased* water consumption. Many people did not change their behavior because they did not think they could make a difference and did not know which steps were most important. Some people even started to stockpile water.

STRATEGY IS SYNONYMOUS FOR ATTEMPT

WRONG IS SYNONYMOUS FOR AFAILED

♥ **WHEN WE SCAN FOR THE LEAD WORDS
FAILED / ATTEMPT, WE DO NOT SPOT THEM**

♥ **When we look for synonymous for them, we get
Strategy for attempt
Wrong for failed**

♥ **Citation states that the city's assumption was
based on informing individuals of the situation
However, that assumption was not adequate and
wrong because people did not want to be
without water**

Choice A is incorrect

♥ **They did not provide measures but only
information**

Choice B is correct

♥ **Information is supported**

Choice C is incorrect

♥ **They did not provide mechanism**

♥ **They only provided information**

Choice D is incorrect

♥ **Long term dangers** are not supported

**TECHNIQUE OF
MAIN IDEA QUESTION**

SHOULD HAVE AN EXTRA REQUIRMENT

**SHOULD BE INCLUSIVE AND COVERING THE
WHOLE PASSAGE**

- 1) Has a direct support in the whole passage**
- 2) Consistent with the tone of the whole passage**
- 3) No more no less: does not add extra information / does not leave any information uncovered**
- 4) Tends to be a bit general and not specific**
- 5) Free of extreme words**
- 6) Express the main idea of the passage and not secondary claims**

**SHOULD BE INCLUSIVE AND COVERING THE
WHOLE PASSAGE**

The primary purpose of the passage is to

- A) discuss evidence supporting a new interpretation of the Permo-Triassic extinction.
- B) identify the primary underlying cause of the Permo-Triassic extinction.
- C) refute an argument that challenges a dominant theory about the Permo-Triassic extinction.
- D) provide a catalog of fossil collections from the Permo-Triassic extinction found at two different sites.

INTRODUCTION

For a long time the mass extinction was thought to be a protracted crisis spread over millions of years but by the late 1990s a growing number of studies were in favor of a short, sharp extinction. However, there is a big fly in the ointment when it comes to evaluating the timing of the crisis: quite a few Permian species survived for a short time into the Triassic.

Most Permo-Triassic boundary rocks contain a clear extinction layer marked by the point where a large number of species disappear forever. However, the overlying rocks often contain a mix of both typical Permian and new Triassic fossils. This

CONCLUSION

⁸⁰ the epilogue episode has a stable diversity level of around 150 species. The appearance of many new species (especially among brachiopods, bivalves, conodonts, ammonoids, and ostracods) suggests that benign conditions at this time favored the
⁸⁵ appearance of these new forms. These observations clearly indicate that the 200,000-year epilogue episode was not one of continued stress but rather a respite between two storms.

ANSWER EXPLANATION

♥ Introduction, beginning of second paragraph and conclusion state that passage is explaining or interpreting evidences in support of the Permo Triassic extinction

Choice A is correct

Choice B is incorrect

♥ Passage does not discuss the cause of the extinction

Choice C is incorrect

♥ there is **no challenge** of the extinction for the passage **to refute it**

Choice D is incorrect

♥ **fossil collections** are not the main claim in the passage

HISTORY OF TECHNIQUE IN THE MAIN IDEA QUESTIONS

- ♥ IF A CHOICE CONTAINS (**THE HISTORY OF**)
- ♥ IT WILL BE WRONG UNLESS THE PASSAGE CONTAINS (**DATES / EVENTS**)

The authors' primary intention in the passage is to

- A) debunk Hippocrates' observations on the brain because they are outdated and modern research has provided better answers.
- B) argue that a stroke is now easily curable with a simple rehabilitation effort if it is caught in the preliminary phases.
- C) convey the severity of acute stroke and the long term effects it has on a person's longevity, memory, and quality of life.
- D) provide a brief history of stroke research and delineate contemporary technological advancements.

EXPLANATIONS

PASSAGE DISCUSS THE **CHRONOLOGICAL DEVELOPMENT OF THE MEDICATION OF STROKE**

PASSAGE PRESENTS LOTS OF **EVENTS HAPPENED AT GRADUAL DATES**

CHOICE D IS CORRECT

Questions 43–52 are based on the following passage.

This passage is adapted from S. Galinez et al., "Stroke: Historical Review and Innovative Treatments." ©2014 by the National High School Journal of Science.

The medical knowledge of strokes has progressed significantly from ancient understandings of the brain and nervous system to modern technological advances in both treatment and prevention. The first historical reference to the nervous system was found in ancient Egyptian records dating back to 3500 BCE, when Papyrus described the brain and the fluids that covered the brain.

Hippocrates, in 400 BCE, first described paralysis and convulsion or seizures that resulted after brain injuries, along with the observation that paralysis to the opposite side of the body resulted when a section from one half of the brain was injured. In the 17th century, Thomas Willis conducted a detailed study of the brain and nervous system at Oxford University. Willis did experiments on cadavers and discovered that dye injected into one carotid artery would be expelled from the opposing carotid artery. He classified the nerves of the brain and described the communication of the arteries at the base of the brain that we now call the Circle of Willis. He also recognized that lesions in a specific part of the brain led to weakness in an associated part of the body.

In the 1800s carotid surgery became a more prevalent procedure and reports of successful closures of injuries to the carotid arteries were documented. The first documented case of successful carotid artery surgery in the United States was performed by Dr. Amos Twitchell in New Hampshire on October 18, 1807. Another milestone came in 1927 when Egas Moniz of Portugal successfully performed cerebral arteriograms for the study of cerebral tumors.

Despite these advances, there were actually very few effective treatments for an acute stroke. In the early 1900s most of the treatments for stroke patients were limited to rehabilitation after an acute stroke, and most patients were usually left with permanent and severe deficits. In the 1950s it was recognized that disease in the carotid arteries could also cause transient ischemic attacks resulting in temporary weakness or blindness that resolved within a few hours, and that these attacks could be warning signs

for future strokes. Doppler ultrasound studies were first used to identify plaque and disease in the carotid arteries, and aggressive treatment of high blood pressure also was found to be very important.

In the 1960s carotid endarterectomy was greatly improved but this procedure was used mostly for stroke prevention and there was still no effective treatment after an acute stroke. The invention of the computed tomography scan (CT scan) greatly assisted in the diagnosis of stroke, and it became widely used in the United States to help distinguish between the different types of stroke. In the 1970s aspirin was found to be very effective in stroke prevention. In the 1980s another breakthrough was the discovery that cigarette smoking was a definite risk factor for stroke; after this, smoking cessation programs became very important. A major breakthrough came in 1996 when the FDA approved stroke treatment using tissue plasminogen activator, a protein that is now widely used to break down blood clots. Soon rapid diagnosis became crucial for immediate treatment, whereas in the past rehabilitation was the most common response and doctors often waited 12–24 hours before giving a diagnosis of acute stroke.

As advances continue in the future, strokes may become a temporary illness for which rapid and minimally invasive treatments allow for maximum recovery. Such treatments would be coupled with an emphasis on healthy lifestyles and prevention. For immediate improvement in blood flow to the area of the stroke, we suggest an ultrasound device that allows delivery of Vascular Endothelial Growth Factor (VEGF) directly into the affected tissue with minimal risk to the patient. A specialized minute pellet provides a dual mechanism of releasing medication into the affected tissue: Fifty percent is processed onto a porous scaffold and immediately released, and the remaining fifty percent is processed into specialized glycolide spheres with semipermeable membranes to provide additional sustained release of the medication into the affected tissue. The pellet thus provides both immediate and sustained gradual delivery of VEGF to provide immediate and sustained neovascularization. We propose that VEGF administered directly into acute ischemic tissue will lead to dramatic advances in the treatment of stroke.

TECHNIQUE OF INTRODUCING CLAIMS FROM OUTSIDE THE PASSAGE

- ♥ if the author introduces a new claim from outside the passage to support another's idea or claim inside the passage
- ♥ the correct answer choice has to stress on the idea inside the passage and not the idea introduced from outside the passage

37

In Passage 2, the main purpose of the **plant analogy** (lines 79-85) is to

- A) contrast the stability of life in North America with the upheavals occurring in Europe.
- B) highlight the hardships of the life of a North American farmer.
- C) emphasize the importance of agriculture to most immigrants.
- D) illustrate the transformative effects of immigration to North America.**

plant : lead word

you will need to read around the lead word

planet? No! Urged by a variety of motives, here they came. Everything has tended to regenerate them; new laws, a new mode of living, a new social system; here they are become men; in 80 Europe they were as so many useless plants,

wanting refreshing showers; they withered, and were mowed down by want, hunger, and war, but now by the power of transplantation, like all other plants they have taken root and 85 flourished! Formerly they were not numbered in any civil lists of their country, except in those of the poor; here they rank as citizens.

EXPLANATIONS

Correct answer choice is D

- ♥ Citation states that Europeans when immigrated to America have been transformed positively exactly like plants being implanted in a better environment
- ♥ They have been regenerated having new laws, new mode of living, and new social system
- ♥ they became men in America after they used to be like useless plants in Europe before they came to America

TECHNIQUE OF SPOTTING THE COUNTER CLAIM

- ▼ COUNTER CLAIM IS SPOTTED BY CONTRASTING TRANSITIONAL WORDS

BUT/ HOWEVER /ALTHOUGH / NEVERTHELESS/ INSPITE

- ▼ ONCE YOU SEE THE PATH OF THE SPEECH CHANGING FROM DIRECTION TO ANOTHER, YOU SPOT THE COUNTER CLAIM

But let us at least have the consolation of not having rashly courted misfortune. Let us have to act under the animating reflection of being engaged in repelling wrongs which we neither sought nor merited, in vindicating our rights, invaded without provocation, in defending our honor violated without cause. Let us not have to reproach ourselves with having voluntarily bartered blessings for calamities.

But we are told that our own Liberty is at stake upon the event of the war against France—that if she falls we shall be the next victim. The combined powers, it is said, will never forgive in us the origination of those principles which were the germs of the French Revolution. They will endeavour to eradicate them from the world...

NEGATIVE CLAIM
AMERICA
SHOULD NOT
SUPPORT FRANCE

POSITIVE CLAIM
FRANCE AND
AMERICA HAVE
CONNECTED
DESTINY

EXPLANATIONS

IN FIRST PARAGRAPH

- ♥ The author states the dangers if America interfered to assist France in the war

IN SECOND PARAGRAPH

- ♥ Author states the bound of the liberty between France and America and that if France falls America will also fall

TECHNIQUE OF SPOTTING **SIMILAR CLAIM** IN A PAIRED PASSAGE

- In a paired passage, while reading passage 1, you encounter claims that seem to have no significance for you
- Those claims only seem to be significant once you encounter them again while reading passage 2, either as consistent or as **CONTROVERSIAL** to passage 1
- Those claims are natural places of a question

LOOK AT THE PASSAGE BELOW

- ♥ **Tax claim** is introduced positively in both passages
- ♥ **Family claim** is introduced positively in both passages

Questions 1-10 are based on the following passages.

Passage 1 is adapted from President Ronald Reagan, Address to the Nation on Tax Reform, May 1985. Passage 2 is adapted from President Bill Clinton, January 1999 State of the Union Address. Both Reagan and Clinton presided over periods of relative calm and prosperity in the United States economy.

Passage 1

The proposal I'm putting forth tonight for America's future will free us from the grip of special interests and create a binding commitment to the only special interest that counts—you, the people who pay America's bills. It will create millions of new jobs for working people, and it will replace the politics of envy with a spirit of partnership—the opportunity for everyone to hitch their wagon to a star and set out to reach the American dream.

I'll start by answering one question on your minds: Will our proposal help you? You bet it will. We call it America's tax plan because it will reduce tax burdens on the working people of this country, close loopholes that benefit a privileged few, simplify a code so complex even Albert Einstein reportedly needed help on his 1040 Form and lead us into a future of greater growth and opportunity for all.

We want to cut taxes, not opportunity. As you can see, the percentage of income tax owed would come down, way down, for those earning less than \$15,000, down for earnings between \$15,000 and \$30,000, down for earnings between \$30,000 and \$50,000, and down for those earning more than \$50,000. . . . By lowering everyone's tax rates all the way up the income scale, each of us will have a greater incentive to climb higher, to excel, to help America grow.

I believe the worth of any economic policy must be measured by the strength of its

commitment to American families, the bedrock of our society. There is no instrument of hard work, savings, and job creation as effective as the family. There is no cultural institution as ennobling as family life. And there is no superior, indeed no equal, means to rear the young, protect the weak, or attend the elderly. None.

Passage 2

My fellow Americans, I stand before you tonight to reaffirm that the strength of our union is strong. America is in. The promise of our future is bright. We cannot realize that promise if we let our prosperity to lull us into complacency. We fare as a nation far into the future only upon what we do as a nation today.

So with our budget surplus growing, our economy expanding, our confidence rising, now is the moment for this generation to meet our historic responsibility to the 21st century. We must help all Americans, from their first day on the job—to save, to invest, to create wealth. From our country's beginning, Americans have supplemented Social Security with private pensions and savings. Yet, today, millions of people retire with little to live on other than Social Security. Americans living longer than ever simply must save more than ever. . . .

In addition to saving Social Security and Medicare, I propose a new pension initiative for retirement security in the 21st century. I propose we use a little over 11 percent of the surplus to establish universal savings accounts—USA accounts—to give all Americans the means to save. With these new accounts Americans can invest as they choose and receive funds to match a portion of their savings, with extra help for those least able to save. USA accounts will help all Americans to share in our nation's wealth and to enjoy a more secure retirement. I ask you to support them.

... We must invest in long-term care. I propose a tax credit of \$1,000 for the aged, ailing or disabled, and the families who care for them. Long-term care will become a bigger and bigger challenge with the aging of America, and we must

Family claim is positive in both passages

Tax claim is positive in both passages

CONTINUE

Technique of Author's opinion

♥ When the question is asking about the
author's opinion / viewpoint / point of view

Then

♥ the citation in the passage must be using
the **first person's pronoun and presenting
his opinion**

34

In Passage 1, Brackenridge indicates **his opinion**
that **the treaty** between the United States and France

- A) has been poorly understood by both the public and politicians.
- B) is not the most compelling reason for the United States to ally with France.
- C) can be justifiably set aside in the current global political situation.
- D) is not supported by other nations of the world.

Is it the duty of these states to assist France? That we are bound by treaty, and how far, I will not say because it is not necessary. We are bound by a higher principle, if our assistance could avail; the great law of humanity.

another application

3

Which choice best supports the idea that Miss Marsalles has an idealistic view of her profession?

- A) Lines 1-3 (“Out of . . . recital”)
- B) Lines 15-18 (“Or: now . . . old”)
- C) Lines 54-57 (“There is . . . happen”)
- D) Lines 75-78 (“But how . . . hearts”)

75 don't seem to mind it as much. But how are you to explain that to Miss Marsalles, who says, “All children need music. All children love music in their

READING SKILLS	Average Number of Questions Per Section
Big Picture / Main idea	5 -10
Little picture / Detail	7
Inference	5 - 7
Function	5 - 7
Vocabulary in Context	10
Analogy	0 - 1
Author Technique / Tone	1 - 3
Evidence and Evidence Support	15 - 20
Data Reasoning / graph	4- 6
All Questions	52
Paired passage	1

EVIDENCE SUPPORT QUESTIONS

16

Information in the passage best supports which statement about the author's experiment testing tadpole hearing?

- A) It required ingenuity and great precision.
- B) It was conducted in tadpoles' natural habitat.
- C) It generated less data than a soundproof booth experiment would have.
- D) It was inspired by tests of hearing ability in fish.

17

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

- A) Lines 21-23 ("When . . . environment")
- B) Lines 24-30 ("Admittedly . . . impossible")
- C) Lines 32-40 ("I went . . . froghood")
- D) Lines 43-46 ("Tadpoles . . . fish")

Evidence for
your answer to
first question

4 choices of
second question
(Citations of
referenced lines)

EVIDENCE QUESTIONS

Which choice provides the best evidence that Dall advocates for a concept of female suffrage grounded in political facts rather than theoretical considerations?

- A) Lines 1-3 (“[W]e don’t . . . confer”)
- B) Lines 3-7 (“If in England . . . suffrage”)
- C) Lines 7-11 (“If in America . . . vote”)
- D) Lines 15-17 (“What . . . founded”)

Only one question
4 choices
(Citations of referenced lines)

HOW TO SPOT EVIDENCE SUPPORT QUESTIONS

- ♥ two questions connected together; you answer the first one and you choose the location of the answer in the second one
- ♥ the format of the second question does not change and it got the word **PREVIOUS** which connects the second question to the first one:
(Which choice provides the best evidence for the answer to the **PREVIOUS** question?)
- ♥ Second question takes the form of **LINE NUMBERS** (locations of referenced lines)

8

The narrator's view of Polly's artistic aspirations is best described as one of

- A) gentle mocking, because the narrator conveys Polly's childlike exaggeration of the obstacles she faces.
- B) strong criticism, because the narrator demonstrates that Polly's behavior is inconsistent with her professed ideals.
- C) growing admiration, because the narrator indicates that Polly overcomes the skepticism of those around her.
- D) lingering fascination, because the narrator appreciates the novelty of Polly's approach to creating art.

9

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

- A) Lines 46-52 ("She . . . camp")
- B) Lines 68-71 ("That . . . artist")
- C) Lines 71-74 ("What's . . . tongue")
- D) Lines 82-84 ("Truth . . . voice")

Format for second question does not change

Four choices (citations of referenced lines) of second question

HOW TO SPOT EVIDENCE QUESTIONS

- ♥ It is one single question with 4 answer choices which take the form of referenced lines
- ♥ You need to find the correct evidence for the question among the 4 choices of the referenced lines

25

Which choice most clearly contradicts the position on Permian holdovers attributed to Shen Shu-zheng and twenty-one coauthors?

A) Lines 46-48 ("Clarity . . . China")
B) Lines 48-50 ("Sampling . . . basins")
C) Lines 50-56 ("Much . . . crisis")
D) Lines 56-58 ("The results . . . appreciated")

One single question

Find the answer among its four choices (citations of referenced lines)

Why evidence support questions and evidence questions should be answered first?

- ♥ To answer **one evidence support question** (two questions), you will need to read the 4 choices of the second question (4 citations of referenced lines)
- ♥ to answer **one evidence question** (one question) you will need to read the 4 citations of the referenced lines of its answer choices
- ♥ those citations of the referenced lines will give you a reasonable understanding of the whole passage and hence they will enable you to answer the rest of the questions in the same passage with least readings
- ♥ those citations of the referenced lines will get you acquainted to the passage in an indirect way
- ♥ In short, those citations of the referenced lines will save you lots of time while approaching the passage because you read the citations of the referenced lines for the purpose of answering and not for the purpose of reading
- ♥ Starting the passage by answering the evidence and evidence support questions will let you solve the passage without reading it ahead

FREQUENCY

total number of evidence support questions and evidence questions is between 15 to 20 questions

APPROACH NUMBER ONE

USING LEAD WORDS

- ♥ Try to analyze the **first question**, rephrase it, and simplify it
- ♥ Figure out which kind of answer it requires (**positive or negative**)
- ♥ Try to spot a lead word (lead words) in the **first question**

Lead word:

- Unique word in the question that does not get repeated often in the passage
 - Select the lead word.
 - scan the passage for the lead word
 - spot the lead word
 - read the lines around the lead word
-
- ♥ Spot the lead word, scan for it and figure out in **which lines the lead word is located**
 - ♥ Look at the **second question** and the 4 referenced lines of its 4 choices
 - ♥ **If the location of the lead word from the first question is included in a choice of the second question**, then you may be correct
 - ♥ Read the choice (referenced lines) from the second question the includes a location of the lead word from the first question / understand its claim and figure out its tone

- ♥ If you find a **match (claim support + tone)** among the 4 choices of **the first question** for the **chosen choice** (referenced lines) from **the second question**, then you are absolutely correct
- ♥ pick the choice that includes the lead word from the second question and **its match** from the first question

AMERICANBOOKSTORE +201553389184

Applied example

33

In Passage 1, Dall suggests that the right of **suffrage** would **protect women** by ultimately

- A) leading to a ban on certain practices that disadvantage women.
- B) allowing for the prosecution of men who deceive women.
- C) encouraging men to meet higher moral standards.
- D) permitting women to advance necessary legislation.

Lead words
from question
1

34

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

- A) Lines 25-28 (“[W]e claim . . . law”)
- B) Lines 30-33 (“and it . . . public”)
- C) Lines 34-36 (“The laws . . . representative”)
- D) **Lines 39-41 (“That . . . laws”)**

The laws already existing prove conclusively
35 to woman herself, that she has never had a real
representative. What she seeks is to utter her own
convictions, so that they shall redeem and save, not
merely her own sex but the race.

That the right of **suffrage** would be a **protection** to
40 **women**, we see from this fact, that it would at once
put an end to three classes of laws:—

- I. Those that protect her from violence.

Scanning for
question 1 lead
words
Take you to lines
39-41
It means
**Choice D from
second question
can be correct**

ANSWER EXPLANATIONS

- ♥ From the first question: **suffrage / women / protect** as **LEAD WORDS**
- ♥ Analyzing the question can indicate that answer should be **positive**
- ♥ Scan for the lead words. You will find them in lines **39-41**
- ♥ Look at the choices of the second question, you will find out that **choice D may be correct**
- ♥ Then read the referenced lines of choice D from the second question (39-41)
- ♥ **Citation indicates that the right of suffrage would protect women from three classes of flawed laws. we also can tell that the claim is positive**
- ♥ We will need to look for a **support of choice D from the second question among the 4 choices of the first question**
- ♥ **Choice A from first question seems to be correct** as it indicates that the right of suffrage will ban practices (classes of flawed laws) that disadvantage women

The citation indicates that choice A from first question is correct

For the analysis mentioned above:

In second question D is a correct choice

In first question A is a correct choice

In first question

Choice A is correct

Choice B is incorrect

No support for **prosecution of men** who deceive women

Choice C is incorrect

Men / moral standards are not supported

Choice D is incorrect

Women advancing legislation is not supported

APPROACH NUMBER TWO

STARTING FROM THE CITATIONS (SECOND QUESTION)

- ♥ Try to analyze the **first question**, rephrase it, and simplify it
- ♥ Figure out which kind of answer it requires (**positive or negative**)
- ♥ Make sure you exactly understand what the **first question** asks you for

- ♥ Look at the **second question** and the 4 referenced lines of its 4 choices
- ♥ Start reading the referenced lines of the 4 answer choices of the second question one per one
- ♥ once you **spot a choice in the second question that can answer the first question**, **find the correct match (support + tone) for it among the 4 choices from the first question**

- ♥ the choice from the second question (that can answer the first question) and its matching choice from the first question are both going to be correct
- ♥ if you are confused and not able to find a match, try every choice from the second question with all the 4 choices from the first question until you find the 2 matching choices

AMERICANBOOKSTORE +201553389184

Applied example

16

Information in the passage best supports which statement about the author's experiment testing tadpole hearing?

- A) It required ingenuity and great precision.
- B) It was conducted in tadpoles' natural habitat.
- C) It generated less data than a soundproof booth experiment would have.
- D) It was inspired by tests of hearing ability in fish.

17

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

- A) Lines 21-23 ("When . . . environment")
- B) Lines 24-30 ("Admittedly . . . impossible")
- C) Lines 32-40 ("I went . . . froghood")
- D) Lines 43-46 ("Tadpoles . . . fish")

ANSWER EXPLANATIONS

- ♥ the first question: needs information about the experiment which is testing tadpole (frog) hearing
- ♥ we will go through the referenced lines of the choices of the second question
- ♥ we will need to pick up the choice from the second question that gives information about the experiment which is testing tadpole (frog) hearing

CITATION D FROM SECOND QUESTION (43-46)

Tadpoles in fact have excellent underwater hearing. But even though they live underwater for
45 most of their development, they are not fish and
could not be tested the way you'd test fish. Early-

It indicates that underwater tadpole is **having excellent hearing and cannot be tested**. choice does not give information about testing the tadpole hearing
Citation D is incorrect

CITATION C FROM SECOND QUESTION (32-40)

I went through massive amounts of aluminum foil (for grounding a pool of water), duct tape, and Tupperware containers to make a customized
35 underwater recording tank, and it took me quite some time to figure out how to expose the tadpole's brain but not let the water into the opening (as well as how to be delicate enough with the surgery to make sure the tadpole could wake up and continue
40 its development toward froghood). But when I'd

Citation talks about a **brain surgery of tadpole under water** and it does not give information about testing its hearing
Citation C is incorrect

CITATION B FROM SECOND QUESTION (24-30)

Admittedly, this is very difficult—it is hard enough
25 to carry out electrophysiology with the animal in a
normal soundproof booth, and trying to keep an
electrical system running with the degree of delicacy
needed to record individual neural responses while
keeping the animal's head under water is almost
30 impossible. So, of course, decades after the issue was

Citation talks about a **NEURAL RESPONSE of tadpole while keeping its head under water** and it does not give information about testing its hearing

Citation B is incorrect

CITATION A FROM SECOND QUESTION (21-23)

20 deaf.

When you want to find something out about an
animal's behavior, it is critically important to test it
in a setting similar to its natural environment.

Citation talks about **the requirement to test an animal in its natural environment**
Citation gives information about an experiment (test) of an animal (tadpole)

Citation A is incorrect

WE WILL NEED TO LOOK FOR A SUPPORT OF CHOICE A FROM THE SECOND QUESTION AMONG THE FOUR ANSWER CHOICES OF THE FIRST QUESTION

In first question

Choice A is incorrect

Ingenuity and precision are both not supported in any of the 4 citations of the second question

Choice B is CORRECT

NATURAL HABITAT is a support for natural environment

Choice C is incorrect

Less data is not supported in any of the 4 citations of the second question

Choice D is incorrect

Testing ability for fish is not supported in any of the 4 citations of the second question. however, fish appeared in citation D in second question, but fish was not tested, and question asks about tadpole

THE CORRECT CHOICES ARE

B IN FIRST QUESTION

A IN SECOND QUESTION

APPROACH NUMBER THREE

EVIDENCE QUESTION (ONE QUESTION)

- ♥ Try to analyze the **question**, rephrase it, and simplify it
- ♥ Figure out which kind of answer it requires (**positive or negative**)
- ♥ Make sure you exactly understand what the **question** asks you for
- ♥ Look at the 4 referenced lines of question 4 choices

- ♥ Start reading the referenced lines of the 4 answer choices of the question one per one
- ♥ Pick up the choice that can answer the question
- ♥ find the correct matching choice (**support + tone**) that can answer the question

Applied example

6

Which choice provides the best evidence that Polly changes her attitude toward her surroundings?

- A) Lines 55-58 (“So much . . . open”)
- B) Lines 65-67 (“The water . . . well”)
- C) Lines 78-82 (“It was . . . painting”)
- D) Lines 84-86 (“She . . . artist”)

Choose a citation (referenced lines) of an answer choice which bears a support of Polly’s attitude change toward her surroundings

ANSWER EXPLANATIONS

- ♥ the question: asks you to spot a changed attitude of Polly towards her surroundings
- ♥ we will go through the referenced lines of the question choices
- ♥ we will need to pick up the choice from the question that indicates a changed attitude of Polly towards her surroundings

CITATION A (55-58)

55 would find her head spinning after a while. So much so that she was compelled to stretch out on a sheet of canvas and fall into a kind of stupor, struggling to keep her eyes open. Spiders descended from the

Citation does not show a changed attitude of Polly towards her surroundings
Citation A is incorrect

CITATION B (65-67)

65 The water and paint seeped through several layers of paper, staining not only one but several other paintings as well.

Citation does not show a changed attitude of Polly towards her surroundings
Citation B is incorrect

CITATION C (78-82)

remaining days of summer. It was then that she discovered she could sail through the green leaves
80 and the yellow air and be the artist without having to go through the sticky manoeuvres required by actual painting. Truth be told, she had no distinct memory

Citation **SHOWS** a changed attitude of Polly towards her **NATURAL SURROUNDINGS**

Citation C is correct

CITATION D (84-86)

hair, the long skirts, the whispering voice. She
85 became convinced that art was not so much a matter
of painting as of *being* an artist.

Citation does not show a changed attitude of Polly towards her surroundings
Citation D is incorrect

VOCABULARY IN CONTEXT

29

As used in line 70, "partial" most nearly means

- A) limited.
- B) devoted.
- C) unbalanced.
- D) biased.

30

As used in line 78 and line 80, "stable" most nearly means

- A) reliable.
- B) rigid.
- C) steady.
- D) calm.

FREQUENCY

Almost twice per passage / 10 times per section

HOW TO SPOT

Question contains the following:

As used in line (...) the word (...) most nearly means

APPROACH

- ♥ never think of replacing a word with another one
- ♥ never regard your own knowledge of the word
- ♥ never regard the meaning of the word in the dictionary
- ♥ We **only care** about what the word means in the context of the passage

HOW TO ANSWER

Step number one

Never look at the answer choices

Step number two

- ♥ Spot the word in the context
 - ♥ Read the sentence/ claim that includes the word you need to know its meaning
 - ♥ Understand that sentence / claim very well
 - ♥ If the sentence / claim does not seem to be clear, you may need to read another sentence/ claim
 - ♥ You do not need to know the meaning of every word in the sentence, but you can pick up the general meaning of the sentence / claim from the least words
 - ♥ Find out the **action** (verb), the **doer of the action** (subject), and
 - ♥ the **object of the sentence**
 - ♥ Find out if the sentence / claim goes positively or negatively
- It is so significant to know the **subject and the object**
 - It is so significant to know if the **subject can do the action (verb)**
 - It is so significant to know if the **action (verb) can be done on the object**

closer and closer to the nest of her hair, she swatted at it, and upset a mug of water over a painting of a volcano spewing blood-red and orange paint.

As used in line 63, "upset" most nearly means

- A) attacked.
- B) spoiled.
- C) overturned.
- D) distressed.

- The subject is **(she)**
- The object is **(a mug of water)**
- A mug **cannot be attacked**

- A mug **cannot be spoiled**
- A mug **cannot be distressed**
- A mug can be overturned / reversed / dropped

Step number three

- ♥ Treat the word as not existing (blank)
- ♥ Come up from your own mind (**through your understanding of the General meaning of Sentence / claim**) with the easiest word that substitutes the word you are asked about

Step number four

- ♥ Now look down at the four answer choices
- ♥ If the sentence that you read talks positively, then eliminate the negative answers and the vice versa
- ♥ pick up the choice that matches the word you brought up from
- ♥ your own mind through your understanding of the context
- ♥ watch the action (verb). make sure the subject can do the action (verb) and make sure the action (verb) can be fallen on the object

Applied example

16

As used in line 47, "simple" most nearly means

- A) natural.
- B) straightforward.
- C) innocent.
- D) silly.

A simple example illustrates this point. A farmer has two bags of coffee to sell and there is a Fair Trade buyer for only one bag. The farmer knows bag A would be worth \$1.70 per pound on the open market because the quality is high and bag B would be worth only \$1.20 because the quality is lower. Which

Answer explanations

- **Choice B is correct**

It talks about an example which is mathematically simple / easy / explicit to understand

Choice A is incorrect

the example cannot be **natural**

- **Choice C is incorrect**

innocent describes humans

- **Choice D is incorrect**

An example cannot be **silly** and **silly** is negative

Applied example

II. Those made to protect her from fraud.
III. Those that protect society from the passions of
45 both sexes.
The moment **woman** began to **exercise** this **right**, I
think we should see moral significance streaming
from every statute.

35

As used in line 46, **exercise** most nearly means

- A) improve.
- B) strengthen.
- C) utilize.
- D) enact.

Answer explanations

- **Choice C is correct**

It talks about the right for women to vote (suffrage) and the moral significance of using that right

To exercise the right is to use it or utilize it

Choice A is incorrect

They just got the suffrage right. **they do not improve it**

- **Choice B is incorrect**

A right cannot be **strengthened**

- **Choice D is incorrect**

enact can mean to legislate a law. but it has already been legislated and they already talk about its positive moral effect

Applied example

15

As used in line 26, "normal" most nearly means

- A) natural.
- B) habitual.
- C) conventional.
- D) universal.

Admittedly, this is very difficult—it is hard enough
25 to carry out electrophysiology with the animal in a
normal soundproof booth and trying to keep an
electrical system running with the degree of delicacy
needed to record individual neural responses while
keeping the animal's head under water is almost
30 impossible. So, of course, decades after the issue was

Answer explanations

- **Choice C is correct**
it is hard to implement electrophysiology in a regular / traditional / conventional room or a kiosk and prevents the passage of sound
Choice A is incorrect
a kiosk that prevents the passage of sound is not natural
- **Choice B is incorrect**
a kiosk that prevents the passage of sound cannot be habitual
- **Choice D is incorrect**
a kiosk that prevents the passage of sound cannot be universal

FUNCTION QUESTIONS

23

The author includes the list of examples in lines 27-29 **mainly to**

- A) present evidence that sea snakes look very similar to their land-based ancestors.
- B) describe features that represent evolutionary differences between sea snakes and their land-based ancestors.
- C) contrast the physical differences between two species of terrestrial snakes.
- D) highlight the challenges that sea snakes are confronted with before they move to a terrestrial environment.

FUNCTION QUESTION

UNDERSTANDING THE FUNCTION SKILL

- ♥ It is an indirect question that needs you to analyze the phrase and find out its effect and its purpose
- ♥ it may come as a comment in quotation marks and it asks about a **function of a word / phrase / sentence / paragraph**
- ♥ The answer of the function question is not direct: you do not look for the meaning, but you need to know the effect and the purpose of the **word / phrase / sentence / paragraph**

In novel passages: you may be asked about a function / effect of a **saying / comment / repetition / expression / phrase of a character**

- ♥ In history passages: you may be asked about a function / effect of a **saying / comment / repetition / expression / phrase of a politician or a historical figure**
- ♥ In science passages: you may be asked about a function / effect of a **comment of a scientist** on the **result of a survey / experiment / study / research of another scientist**

FREQUENCY

Almost between 5 to 7 times per section

HOW TO SPOT

Question contains any of the following

- Ⓜ The author mentioned (.....) **TO**
- Ⓜ The author said (.) **IN ORDER TO**
- Ⓜ The phrase (.....) **SERVES TO**
- Ⓜ **EFFECT**
- Ⓜ **FUNCTION**
- Ⓜ **PURPOSE**

APPROACH

Step number one

Never look at the answer choices first

Step number two

Rephrase the question by simplifying it as follows:

What does this (word / phrase / line / sentence / paragraph) DO?

Step number three

- ♥ Read the referenced lines / citation:
(word / phrase / line / sentence / paragraph)
- ♥ and read the idea around it (before and after the lines)

- ♥ you may use a lead word from the question if it does not have line references
- ♥ Understand the claim / idea of the referenced lines / citation
- ♥ find the **TONE** of the referenced lines / citation (**positive or negative**)
- ♥ You need to ask yourself: what does the (**word / phrase / line / sentence / paragraph**) do? / what is its effect or function?

Step number four

- ♥ **NOW**, go to the answer choices and pick up the choice that:
 1. Has a direct support in the referenced lines / citation
 2. Consistent with the tone of the referenced lines / citation

if the referenced lines of the citation talk positively, correct choice should be positive and the vice versa)
 3. No more no less (does not add extra information / does not leave any information uncovered)
 4. Has no extreme words
 5. Correct answer choice must fulfil the four terms above

Step number five

- ♥ You can also read the referenced lines / citation then answer from your own mind, after that pick up the choice that matches your own answer

Applied example

4

The parenthetical information in lines 24-27 mainly serves to

- A) convey that Polly's color choices have influenced Miss Abigail.
- B) hint at a possible explanation for an artistic choice Polly makes.
- C) emphasize the unexpected nature of a similarity between Polly and Miss Abigail.
- D) suggest Polly's reluctance to experiment with different colors and techniques.

20 shrouded figures in shades of purple appearing on the surface of a lake with large, many-pointed stars shining down on them out of a streaky sky, or purple pigeons swooping down out of a pink sky to light upon lilac roofs (Polly was very attached to the colour purple, and perhaps it was only a coincidence but that was the colour that dominated Miss Abigail's tie-dyed shifts too). For the sake of that narrowing of green cat's eyes, that slow exhalation of breath that

Answer explanation

- ♥ **Rephrase the question: what do the lines from 24-27 do?**
- ♥ **Read the lines and read around them:**
- ♥ **citation describes shrouded figures of shades of purple at the surface of the lake, while stars are shining down on them or purple pigeons descending down from the sky to light the lilac (purple) roof**
shrouded figures at natural environment
- ♥ **It is all about a description of a nature in which the word purple appeared few times**

- ♥ The citation stressed that Polly is **accidentally** connected to the purple color and it was the same color that dominated the tie-dyed shirts of miss Abigail
- ♥ Citation indicates unintentional natural similarity in color purple between the two ladies

For the analysis mentioned above:

Choice C is correct

Choice A is incorrect

it was not a choice it was **accidentally** (coincidentally)

Choice B is incorrect

The color was not a choice and it was not **artistic**

Choice D is incorrect

Polly is not **reluctant**. plus, technique and experiment are both not supported

Applied example

appreciated. It represents a survival phase
sandwiched between *two* mass extinction events, one
60 at the end of the Permian, which eliminated 57% of
species, and one at the start of the Triassic, which
resulted in 71% species extinction. Barely 40 marine
species remained after the double-punch crisis.
Thanks to much recent effort in dating volcanic ash
65 bands in the South China sections, we also now know
that the interval between the extinctions lasted about
200,000 years.

28

Lines 64-67 (“Thanks . . . years”) primarily serve to

- A) acknowledge a source of additional information about the Permo-Triassic extinction.
- B) compare the Permo-Triassic extinction with another extinction event.
- C) undermine a competing explanation of the Permo-Triassic extinction.
- D) show one of the significant consequences of the Permo-Triassic extinction.

Answer explanation

- ♥ **Rephrase the question: what do the lines from 64-67 do?**
- ♥ **Read the lines and read around them:**
- ♥ **citation talks about an interval period between two periods of crisis extinctions (Permo-triassic and Permian)**

- ▼ It states that only 40 marine species remained after the double crisis
- ▼ It appreciates the recent efforts of dating the volcanic ash bands in south china which enabled us to find the date of the interval period between the two extinction which is 200,000 years
- ▼ citation shows the appreciation to the efforts which supplied us with the data of the interval period time frame. choice A is correct

Choice A is correct

Choice B is incorrect

Citation was **not making a comparison** between the two extinction periods

Choice C is incorrect

Undermine introduces a negative claim

Choice D is incorrect

Barely 40 marine species survived is a negative claim

The extinction is a crisis and it is negative and should not have a significance

INFERENCE QUESTIONS

22

Based on the passage, which of the following statements about the brachiopods and forams mentioned in lines 18-19 can reasonably be **inferred**?

- A) They provide clear evidence for the single extinction event theory.
- B) They were not found in proximity to later fossil samples.
- C) They represent new forms that had been previously unknown to scientists.
- D) They did not survive long beyond the end of the 200,000-year epilogue episode.

Inference question

UNDERSTANDING THE FUNCTION SKILL

- ♥ It is an indirect question that needs you to **analyze** the phrase then you **infer** and find out its meaning
- ♥ The question may ask you to **infer the meaning** of a **word / phrase / sentence / paragraph** and they can be in quotation marks
- ♥ The answer of the inference question is not direct: you need to **guess / infer / find the meaning** of a **word / phrase / sentence / paragraph**
- ♥ to answer in a correct way, you need to understand the phrase / claim and to figure out **what can be deduced / inferred / guessed from it**
- ♥ you are expected to find the inference **AFTER** the phrase / claim
- ♥ In novel passages: you may be asked to guess / infer the meaning of a **saying / comment / repetition / expression / phrase** of a **character**

♥ In science passage: you may be asked to guess / infer the meaning of a **saying / comment / repetition / expression / phrase** of a scientist on the result of a **survey / experiment / study / research / finding** of another scientist

♥ In history passages you may be asked to guess / infer the meaning of a **saying / comment / repetition / expression / phrase** of a **politician or a historical figure**

FREQUENCY

Almost between 5 to 7 times per section

HOW TO SPOT

Question contains any of the following

- Ⓐ **INFER** it can be **INFERRED**
- Ⓐ **IMPLY** it can be **IMPLIED**
- Ⓐ **INDICATE** It can be **INDICATED**
- Ⓐ **STATE** it can be **STATED**
- Ⓐ **SUGGEST** it can be **SUGGESTED**

APPROACH

Step number one

Never look at the answer choices first

Step number two

Rephrase the question by simplifying it as follows:

What does this (word / phrase / line / sentence / paragraph) MEAN?

Step number three

- ♥ Read the referenced lines / citation:
(word / phrase / line / sentence / paragraph)
and read the idea around it (before and after the lines)
- ♥ you may use a lead word from the question if it does not have line references
- ♥ Understand the claim / idea of the referenced lines / citation
- ♥ find the **TONE** of the referenced lines / citation **positive or negative**
- ♥ You need to ask yourself: what does the (word / phrase / line / sentence / paragraph) mean? / what can be inferred / deduced / guessed from it?

Step number four

- ♥ **NOW**, go to the answer choices and pick up the choice that:
 1. Has a direct support in the referenced lines / citation
 2. Consistent with the tone of the referenced lines / citation if the referenced lines of the citation talk positively, correct choice should be positive and the vice versa)
 3. No more no less (does not add extra information / does not leave any information uncovered)
 4. Has no extreme words
 5. Correct answer choice must fulfil the four terms above

Step number five

- You can also read the referenced lines / citation then answer from your own mind, after that pick up the choice that matches your own answer

Applied example

36

In Passage 2, what does Cooper suggest about most women's attitude toward the privilege of suffrage?

- A) They have shown little understanding of the meaning of suffrage.
- B) They have failed to subject the argument for female suffrage to a sustained critique.
- C) They have felt intimidated by those who support female suffrage.
- D) They have given no indication that they genuinely desire suffrage.

Passage 2

The fact that a large majority of women manifest so little interest in the question of suffrage, and are so palpably indifferent in regard to securing the privilege, is evidence of the absence of any very extended dissatisfaction with their present position. Female suffragists find their most formidable opponents among their own sex; and is not the instinct or inclination of this latter class as

Answer explanation

- ♥ From the question: use **suffrage / privilege / women** as LEAD WORDS
- ♥ You will read from line 49 to line 54 where the lead words are
- ♥ Rephrase the question: what do the lines from 49-54 mean?

♥ **What is the attitude of women regarding the privilege of suffrage (the right of women to vote)?**

♥ **Read the lines and read around them:**

♥ **lines indicate that most of women have no interest in suffrage and they are careless in obtaining their suffrage**

♥ **Women show absence of dissatisfaction (have satisfaction) of their current situation**

♥ **So, the lines show women's negative attitude towards suffrage meaning they do not desire it. choice D is correct**

For the analysis mentioned above:

Choice D is correct

Choice A is incorrect

Lines did not state that **women do not understand** what suffrage is

Choice B is incorrect

Failed / critique are negative but not supported

Choice C is incorrect

Intimidated women have no support

Applied example

and other developing organs in the inner ear. Later-stage tadpoles, who have both hindlimbs and forelimbs, have a functional low-frequency opercularis pathway from their sides and forelimbs to their inner ear, although the tympanic pathway doesn't appear until about twenty-four hours after they absorb the last of their tails to become froglets. The problem is that when I was trying to record from some tadpoles, I was getting nothing. Zip.

60 After about ten of these trials, I was pretty sure I was not getting faulty results, so I went to my advisor. We both noticed something odd: all of these "deaf" tadpoles were from one very short period of development, just before their front legs emerged. It turns out that in this brief period, about forty-eight hours long, while the low-frequency pathway is developing, the pieces of cartilage and muscle that attach the inner ear to the shoulder girdle block the opening on the side of the inner ear, the oval window, that let sound in when they were younger. In getting ready to move to a life where they

19

The author most strongly suggests that the "problem" mentioned in line 58 was

- A) actually a byproduct of ordinary tadpole development.
- B) the first of his findings that undermined earlier theories about tadpoles.
- C) the result of complications with his recording equipment.
- D) an advantage for tadpoles that he initially overlooked.

Answer explanation

- ♥ **Rephrase the question: what do the problem in line 58 mean?**
- ♥ **Read the lines and read around them: we read 51 to 64**
- ♥ **Citation talks about a study of recording and monitoring the developing organs of a tadpole (frog) as it is thought to be deaf**
- ♥ **They noticed that the tympanic pathway of their ear has not been formed until 24 hours after the formation of their tails**
- ♥ **The researcher stated he was not getting any records of some tadpoles and thought he had a problem and he repeated the recordings, but he got no error results**
- ♥ **Eventually he realized that the deaf tadpoles (no ear tympanic pathway) were from one very short period of development. it was a secondary (byproduct) effect of one very short period of development.**

choice A is correct

Choice A is correct

Choice B is incorrect

The result did not **undermine an earlier theory**

Choice C is incorrect

Recording equipment is not supported

Choice D is incorrect

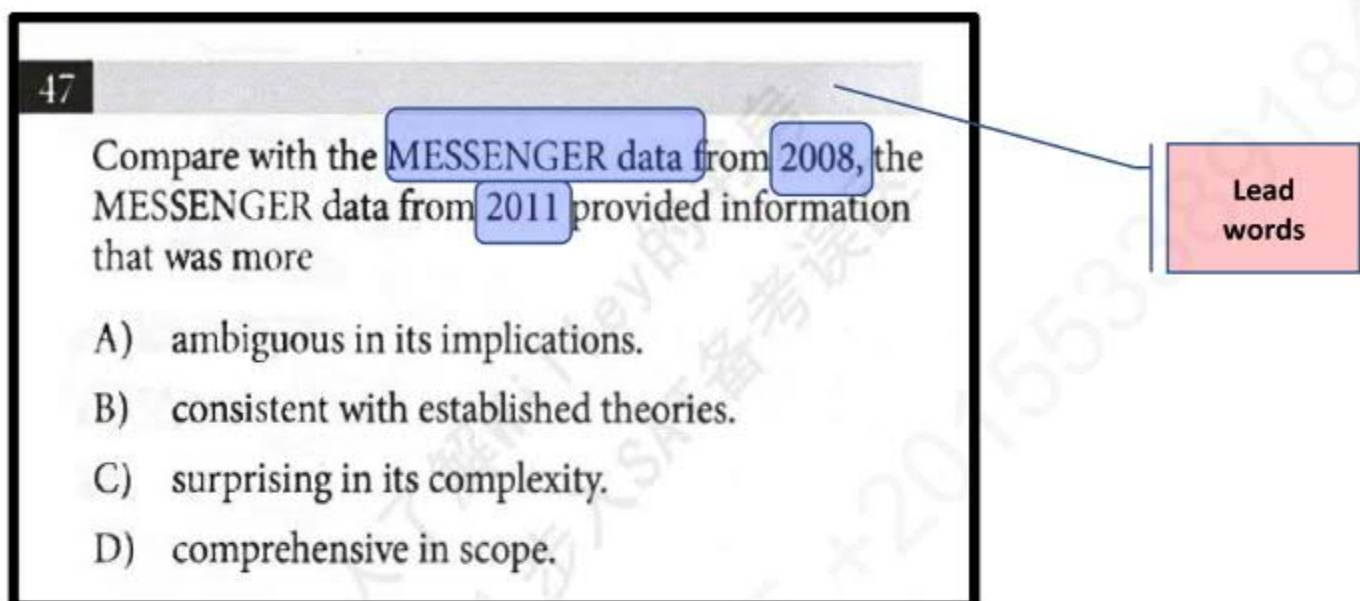
An advantage is not expressing a problem (choice is positive)

LITTLE PICTURE / DETAIL QUESTIONS

47

Compare with the MESSENGER data from 2008, the MESSENGER data from 2011 provided information that was more

A) ambiguous in its implications.
B) consistent with established theories.
C) surprising in its complexity.
D) comprehensive in scope.



Lead
words

UNDERSTANDING THE LITTLE PICTURE / DETAIL SKILL

HOW TO SPOT

It is a direct question that asks about:

- Specific details
- Certain information
- Reason
- connection
- Comparison
- Relationship between two things

FREQUENCY

Almost 7 times per section

APPROACH

STEP NUMBER ONE

Understand what the question needs you to provide

STEP NUMBER TWO

Question takes you to a citation in the passage by means of:

Lead word:

- ♥ Unique word in the question that does not get repeated often in the passage
- ♥ Select the lead word.
- ♥ scan the passage for the lead word
- ♥ spot the lead word
- ♥ read the lines around the lead word

Referenced lines provided in the questions:

Read the referenced lines and read around them

STEP NUMBER THREE

- ♥ Read the citation around the referenced lines or the lead word
- ♥ Understand the claim / idea of the citation
- ♥ Understand the tone of the citation: **positive / negative**
- ♥ Pick up the choice that:
 - 1) Has a support in the citation
 - 2) Consistent with the tone of the citation
 - 3) No more no less: does not add any extra information / does not leave any information uncovered
 - 4) Has no extreme word

STEP NUMBER FOUR

You may also answer using the following method

- ♥ Read the citation around the referenced lines or the lead word
- ♥ Understand the claim / idea of the citation
- ♥ figure out the tone of the citation: positive / negative
- ♥ Answer from your own mind
- ♥ Pick up the choice which matches your own answer

Applied example

26

According to the author, Yin Hongfu and Tong Jinnan are

- A) known for taking controversial scientific positions.
- B) relatively new to paleontological research.
- C) among the leaders in their research field.
- D) greatly influenced by the work of Shen Shu-zheng.

Lead words

50 shallow seas to deep basins. Much of the hard work was undertaken by Song Haijun, who together with his Wuhan colleagues Yin Hongfu and Tong Jinnan (two giants of the Permo-Triassic research scene in China) and me, documented the fates of 537 marine

55 species belonging to 17 major groups during the crisis. The results reveal that the mixed fauna is

Answer explanation

- ♥ From the question: use the names of scientists as lead as **LEAD WORDS**
- ♥ Scan for the lead words
- ♥ You will read from line **50 to line 56** where the lead words are
- ♥ Citation indicates that much of the hard work was done by **SONG HAIJUN** who is together with the two scientists mentioned in the question are **GIANTS** (leaders / pioneers) of the permo-triassic

research and documented the destiny of 537 marine species belonging to 17 major groups during the crisis

The citation indicates that **choice C is correct**

For the analysis mentioned above:

Choice C is correct

Choice A is incorrect

Controversial scientific position is negative and not supported

Choice B is incorrect

New to paleontology is not supported

Choice D is incorrect

they are leaders and not influenced

AMERICANBOOKSTORE +201553389184

Applied example

But what Miss Abigail at the camp introduced her to was Real Art: in her whispery, bubbly, disquieting voice she had urged them to 'paint your dreams—show me what you dreamed last night'. She had spaced the words, leaving great gaps for them to fill, and then sighed a replete sigh, as one might when overcome by swirls of incense, when Polly presented a particularly lurid or mysterious painting—headless, shrouded figures in shades of purple appearing on the surface of a lake with large, many-pointed stars

3

The passage indicates that Polly is most fascinated by Miss Abigail's

- A) air of mystery and drama.
- B) expertise in discussing art.
- C) talent as a storyteller.
- D) skill in painting landscapes.

Lead words

answer explanations

- ♥ **Rephrase the question: you look for a positive attitude of Polly towards Miss Abigail**
- ♥ **You need to look for a citation containing both names and it shows fascination from Polly towards Miss Abigail**
- ♥ **Scan for the two names. you end up reading lines 12-20**
- ♥ **Citation indicated that She spaced the words leaving great gaps of them to fill and sighed a replete sigh / swirls of incense (indicate mystery) whispery bubbly disquieting voice (indicate drama)**

For the above. A is a correct choice

Choice A is correct

Choice B is incorrect

Expertise is not supported

Choice C is incorrect

No support of being talented

Choice D is incorrect

No indication or support of skill

AMERICANBOOKSTORE +201553389184

AUTHOR'S TECHNIQUE / TONE QUESTIONS

1

Based on the passage, Ifemelu would most likely describe Aisha as

- A) optimistic and friendly.
- B) intuitive and talented.
- C) intrusive and uncultured.
- D) guarded and suspicious.

INTRODUCING THE SKILL

Tone questions ask you to look for:

- The **feelings / style / language / attitude** of the **author /character** towards what he is talking about
- The **feelings / style / language / attitude** of the **author /character** towards **something or someone** in the passage

Whose tone you are asked about.

In novel passages:

it can be a tone of a character toward an **action or towards another character**

In science passages:

it can be a tone of scientist toward a **result of a study / survey / finding / experiment / research**

In history passages:

it can be a tone of a **politician or a historical figure toward an action or an event**

HOW TO SPOT

Spot any of the following words in the question:

- Ⓐ **tone**
- Ⓑ **language**
- Ⓒ **style**
- Ⓓ **Mood**
- Ⓔ **attitude**
- Ⓕ **feelings**
- Ⓖ **thought**
- Ⓗ **stance**
- Ⓙ **account**
- Ⓚ **perspective**
- Ⓛ **Behavior**
- Ⓜ **Describe / description**

FREQUENCY

Once or twice per section

Where do you find the answer?

• The tone is always attached to the main idea of the passage, therefore the tone of the passage is located in the following spots:

- Ⓜ the introduction
- Ⓜ beginning of the second paragraph
- Ⓜ end of the conclusion

• The tone is guessable and can be figured out from the least readings of the passage:

blurb / introduction/ first sentence of every paragraph / conclusion

APPROACH

STEP NUMBER ONE

You are always looking for:

Adjectives / adverbs / descriptive words / descriptive phrases / emotional words / modifiers

STEP NUMBER TWO

If you are given referenced lines or you have a lead word:

- Read around the referenced lines or around the lead word
 - Ⓜ Look for Adjectives / adverbs / descriptive words / descriptive phrases / emotional words / modifiers
 - Ⓜ Figure out the correct tone
 - Ⓜ Match the tone you figured to the correct answer choice

STEP NUMBER THREE

If you have no referenced lines or have no lead words

• The tone is always attached to the main idea of the passage, therefore the tone of the passage is located in the following spots:

- ® the introduction
- ® beginning of the second paragraph
- ® end of the conclusion

• If the main idea is positive, the tone should be positive and the vice versa

STEP NUMBER FOUR

You may also answer using the following method

• The tone is guessable and can be figured out from the least readings of the passage:

blurb / introduction/ first sentence of every paragraph / conclusion

• You should be looking for: Adjectives / adverbs / descriptive words / descriptive phrases / emotional words / modifiers

Applied example

The narrator's view of Polly's artistic aspirations is best described as one of

- A) gentle mocking, because the narrator conveys Polly's childlike exaggeration of the obstacles she faces.
- B) strong criticism, because the narrator demonstrates that Polly's behavior is inconsistent with her professed ideals.
- C) growing admiration, because the narrator indicates that Polly overcomes the skepticism of those around her.
- D) lingering fascination, because the narrator appreciates the novelty of Polly's approach to creating art.

That was when she descended the stairs, arms crossed over her chest, chin sunk, looking down at

70 her bare feet, oppressed by the burden of being an artist. 'What's the matter, Polly?' her mother asked, 'got a headache?' and her brother jumped out from behind a door, with a 'Yar-boo!' that made her drop her arms, jerk up her head, then stick out her tongue

Citation shows words of attitudes

Answer explanation

From the question: use **artistic and Polly** as **LEAD WORDS**

Scan for the lead words. You will read from line 68 to line 74 where the lead words are

Citation indicates that **Polly has been behaving like a child, her attitude, her gestures, and her body language show a light dissatisfaction and burden of being an artist**

The citation indicates that **choice A is correct**

For the analysis mentioned above:

Choice A is correct

Choice B is incorrect

No support for **criticism**

Choice C is incorrect

Admiration is not supported plus it is a positive tone. moreover, those around her are her family

Choice D is incorrect

fascination is not supported positive tone

AMERICANBOOKSTORE +201553399184

Applied example

5

The passage suggests that after reading and understanding Mr. Milson's letter, Henry

- A) wonders if Mr. Milson is actually knowledgeable about the property in question.
- B) regrets not having paid more attention to the house Mr. Milson is referring to.
- C) suspects that Mr. Milson may not be looking out exclusively for his best interests.
- D) remains confused about Mr. Milson's motivation for helping him.

Thus even when he opened the letter which arrived
35 at his London address, having noticed that the
handwriting on the envelope was not that of
someone accustomed to writing letters, and even
when he saw the name Milson as the sender, he was
still puzzled by its provenance. Only when he read
40 it a second time did he realize who it was from and
then, as though he had received a blow in the
stomach, he understood what the letter said. Lamb
House in Rye had fallen vacant, Milson told him,
and could be had. His first thought was that he would
45 lose it, the house at the quiet corner at the top of a

Answer explanation

- ♥ From the question: use reading / letter / henry as LEAD WORDS
- ♥ Scan for the lead words. You will read from line 34 to line 45 where the lead words are

- ♥ Citation indicates when Henry read the letter for the second time, he realized it came from Mr. Milson who was looking for a vacant house for him to buy and the letter mentioned the house he loved to buy
- ♥ But as he was puzzled by the origin of the letter at the beginning especially when he saw the handwriting that doesn't seem to belong to someone accustomed to writing letters
- ♥ Therefore He thought Mr. Milson was giving information of the vacant house to all the buyers and not only to him

The citation indicates that choice C is correct

Choice C is correct

Choice A is incorrect

Not supported because Mr. Milson is knowledgeable of that house

Choice B is incorrect

He does not regret because he liked the house

Choice D is incorrect

Being confused about Mr. Milson's motivation is not supported

ANALOGY QUESTIONS

35

Passage 1 suggests that those who create advertisements are similar to

- A) inventors who do not understand the full significance of their inventions.
- B) officials who set policies that regulate the behavior of citizens.
- C) teachers who permanently influence the ideas and beliefs of others.
- D) artist who produce works of great beauty for people to admire.

36

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

- A) Lines 9-12 (“The uncivilized ... directions”)
- B) Lines 14-17 (“They ... civilization”)
- C) Lines 18-21 (“A great ... responsibilities”)
- D) Lines 24-26 (“They are ... eternity”)

INTRODUCING THE SKILL

- ♥ Analogy questions will ask you to make **comparisons**.
- ♥ They might ask you to compare **a relationship or condition between two things in the passage with a relationship between two things in the answer choices**

EXAMPLE

- ♥ Passage may be talking about **social media** and shows a connection between **Facebook and twitter**
- ♥ Question asks **which connection in the four answer choices is analogous to the connection between Facebook and twitter presented in the passage**
- ♠ Choice A **car and mechanic**
- ♠ Choice B **mother and child**
- ♠ Choice C **doctor and patient**
- ♠ Choice D **tourist and travel company**

EXPLANATION

- ♥ You can tell that the passage talks about Facebook and twitter
- ♥ You can tell that none of the four answer choices has support in the passage
- ♥ **This is the only skill in which the correct answer choice has no support in the passage**
- ♥ **We are not looking for a support, but we are looking for Similarities**

What you are looking for

- ♥ Any connection has got a **CORE** (essence / root) and **DETAILS**
- ♥ As **DETAILS** are always different in relationships, so we ignore them
- ♥ We only care about the **CORE** of the relationship

- ♥ We will need to figure out the **CORE** of the relationship in the passage and match it to the **CORRECT CORE** of the correct answer choice

FREQUENCY

Only once per test
Sometimes it does not show up

HOW TO SPOT

QUESTION CONTAINS ONE OF THESE WORDS

- ® **Analogy / Analogous**
- ® **resemblance / resemble**
- ® **connection / connect**
- ® **similarities / similar**
- ® **relationship / related**

APPROACH

- ♥ Always remember that we are not looking for a support, but we are looking for a similarity
- ♥ Read the question very well
- ♥ Question will take you to a citation in the passage by means of **a lead word / synonym word / referenced line**
- ♥ Read around the referenced lines / lead word / synonym word
- ♥ Find **what is being compared** and spot the connection
- ♥ Find the **CORE (ESSENCE)** of that connection
- ♥ **Match the CORE of the connection in the referenced lines to the CORRECT CORE of the connection in the four answer choices**

Applied example

15

Based on the passage, which scenario is most similar to that which motivates many people to vote?

- A) A worker decides to stage a protest after documenting numerous unsafe work conditions jeopardizing worker's health.
- B) A teacher signs up for a conference after learning that several other teachers in the district will be attending the conference.
- C) A student agrees to run for class president after being informed that few people have expressed interest in the office.
- D) A consumer decides to buy a particular cellular phone after seeing an advertisement describing the phone's features.

16

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

- A) Lines 35-37 ("Voter . . . intentions")
- B) Lines 43-46 ("Conventional . . . voting")
- C) Lines 46-50 ("Yet . . . doing")
- D) Lines 51-54 ("Two . . . hypotheses")

ANSWER EXPLANATION

- ♥ Question asks you to find a scenario or a relationship among the four answer choices of the first question **that would motivate people to vote**
- ♥ Passage talks about **how to increase voting**
- ♥ The choice we pick should be **positive** because it motivates people to vote
- ♥ We will need to read the answer choices (referenced lines of the second question) **until we find a choice that supports motivating people to vote**
- ♥ After that we **match the selected choice from the second question to the appropriate choice from the first question**

Choice A from the second question

35 Voter records showed that making a plan was more than twice as effective as simply asking people about their intentions. Overall there was a 4.1

Choice **makes a comparison** and the question is only asking about a scenario that motivates people to vote

Choice A is incorrect

Choice B from the second question

Conventional wisdom (and practice) suggests that we could convince people to vote by stressing that
45 their particular ballot is very important because not
many other people are voting. Yet findings in

telling people their voting is important is not a scenario of motivating voters
Choice B is incorrect

Choice C from the second question

many other people are voting. Yet findings in behavioral science indicate that most of us are motivated by the desire to conform to the social norm—meaning we are more likely to do what most
50 people are doing.

citation indicates that **people are imitating each other, and voters will be motivated once they see other voters participating**

Choice C is correct

Choice D from the second question

Two get-out-the-vote field experiments during the 2005 general election in New Jersey and the 2006 primary election in California tested these hypotheses. They found that individuals were much

citation indicates a **test of a hypothesis** and not a motivation to vote

Choice D is incorrect

NOW

Choice C from second question that supports the claim (voters will be motivated once they see other voters participating) is correct

This choice from the second question is bearing the same CORE of choice B from the first question (a teacher signs up to go to a conference because he found out that many other people are attending

Both have the same claim and the same core

CHOICE B FROM FIRST QUESTION IS CORRECT

CHOICE C FROM SECOND QUESTION IS CORRECT

Which most resembles the "irony" mentioned in line 34?

- A. A worker moving to a distant state to take a job, only to be fired without warning
- B. An executive making an important decision, only to regret it later
- C. An athlete earning a starting position on a good team, only to quit midseason
- D. A student studying for a major exam, only to learn that it has been postponed

As she wrote a final letter on her typewriter—she did hate letting the old machine go—Georgia did considerable philosophizing about the irony of working for things only to the end of giving them up

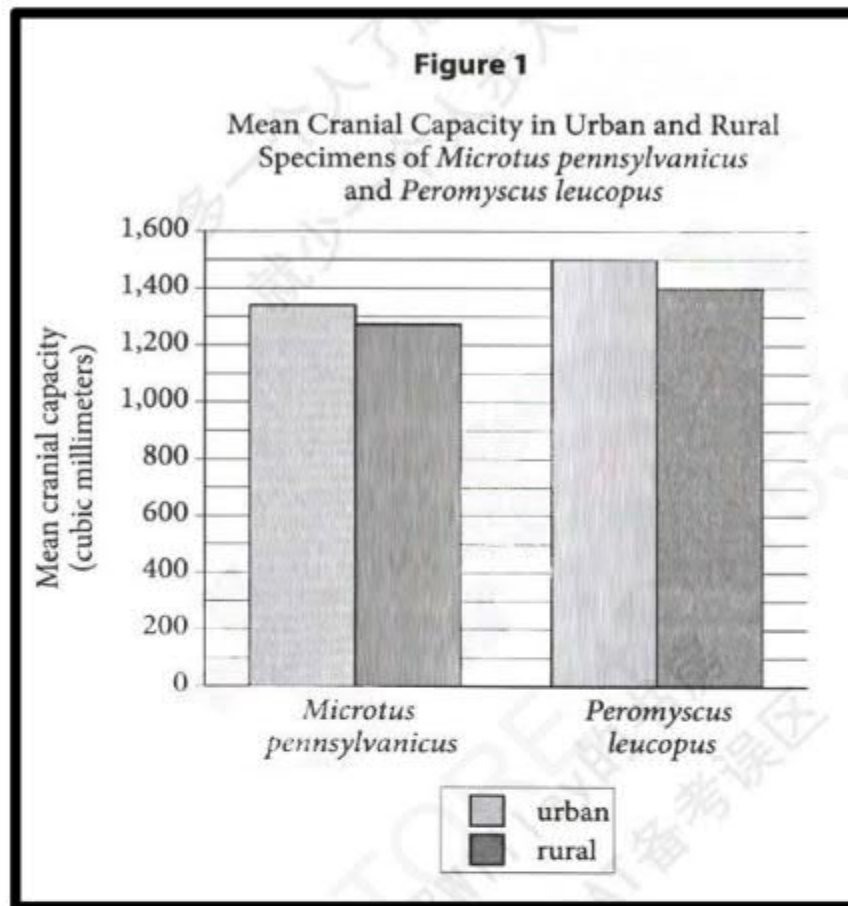
ANSWER EXPLANATIONS

MY THOUGHTS TO ANSWER THE QUESTION

- ♣ Citation of the passage indicates that Georgia has been working hard on typing a letter on a typewriter
- ♣ The typewriter is kind of old and it gives her hard time
- ♣ That is why Georgia intentionally gave up that hard work
- ♣ we are going to be looking for **an answer that demonstrates working hard for something but later deciding to abandon it**

- **choice C is correct**

GRAPH QUESTIONS



Graph varies in its format

It can be

- Ⓐ Infographic
- Ⓑ Chart
- Ⓒ Map
- Ⓓ Circle
- Ⓔ Timetable
- Ⓕ Diagram
- Ⓖ figure

INTRODUCING THE SKILL

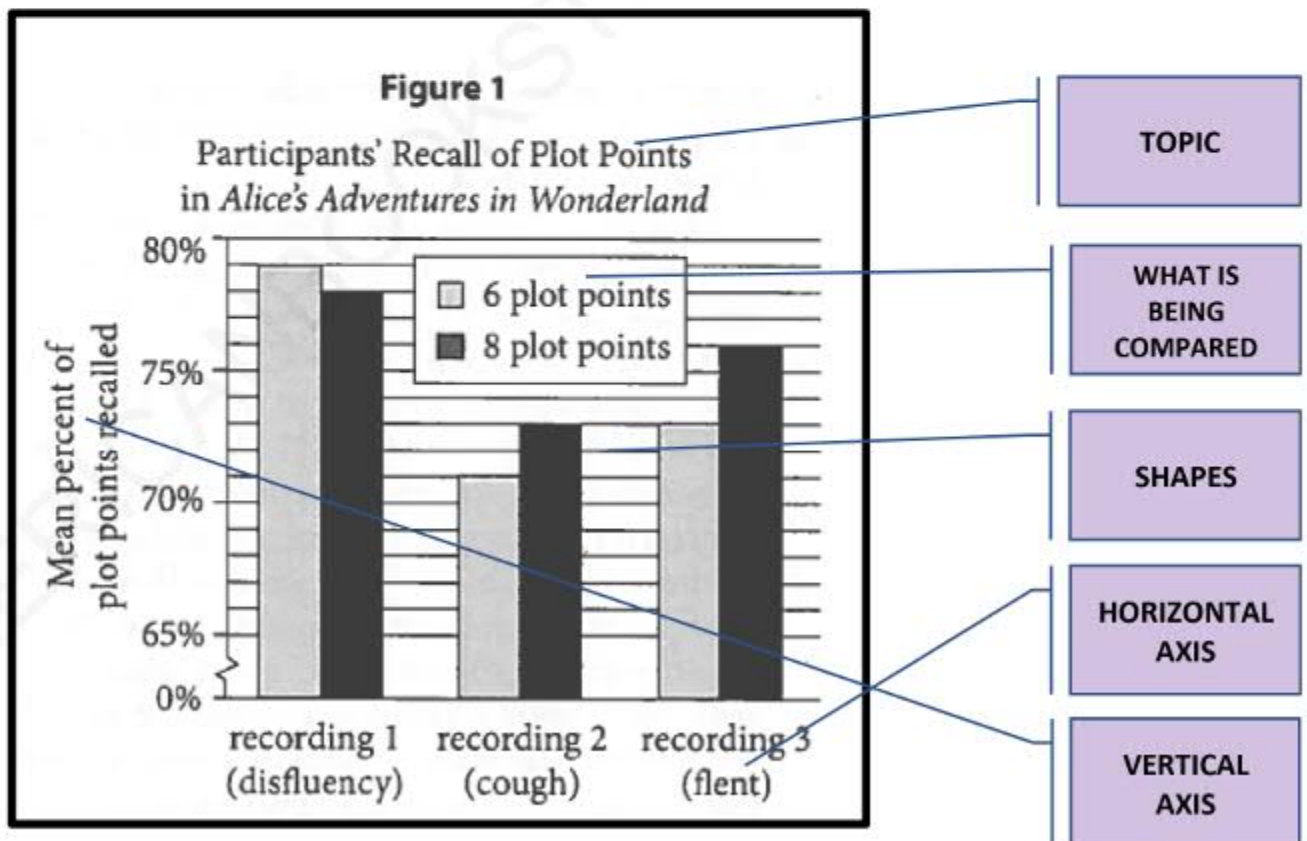
You will need to digest the main items of the graph

- ® TOPIC
- ® WHAT IS BEING COMPARED
- ® SHAPES
- ® VERTICAL AXIS
- ® HORIZONTAL AXIS

FREQUENCY

- ♣ Only two graphs per section
- ♣ Each graph includes from 2 to 3 questions
- ♣ Total graph questions: 4 to 6 per section

EXAMPLE



TOPIC:

participant's recall of plot points in ALICE'S adventure in wonderland

WHAT IS BEING COMPARED:

6 plot points / 8 plot points

SHAPES:

Grey bar / black bar

VERTICAL AXIS:

Percent of plot points recalled

HORIZONTAL AXIS:

Recording 1 / recording 2 / recording 3

TYPES OF GRAPH QUESTIONS

We now have 4 types of graph questions

The first two types of questions are the most common

Graph question type number one

Pure graph

Question is only testing you in the graph

Question design

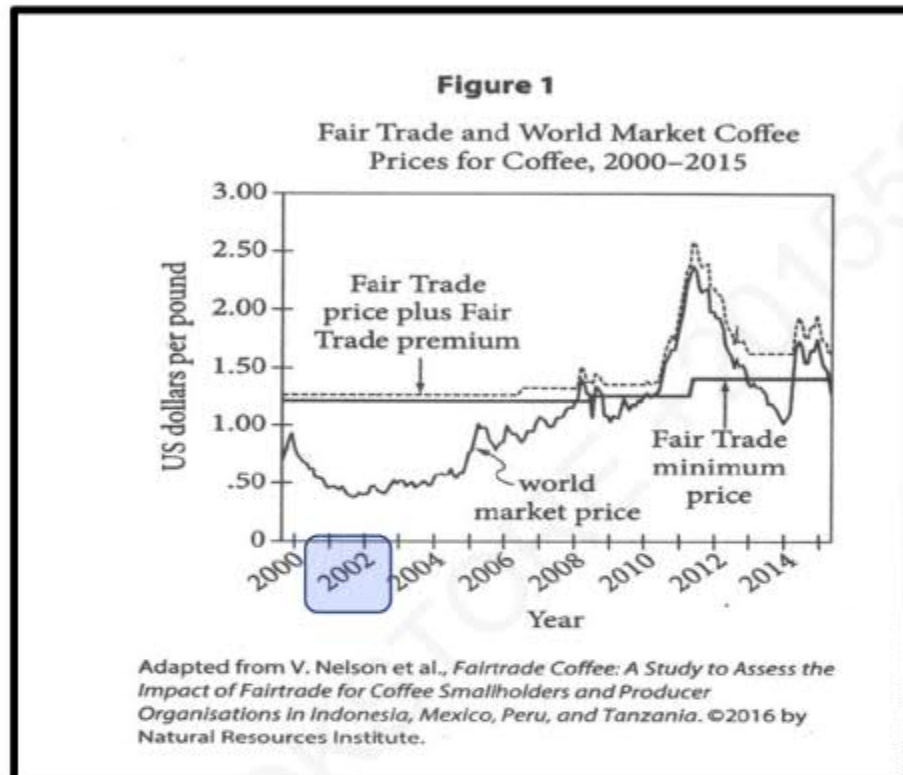
Which choice is supported by information in the **GRAPH**?

APPROACH

- ♥ You NEVER need to look at the passage
- ♥ Your answer must be only from the graph

- ♥ Read / digest data in the graph
- ♥ Read the answer choices one per one
- ♥ Exclude any choice that has no support in the graph

Applied example



19

According to figure 1, in which of the following years was the world market price for coffee the lowest?

- A) 2001
- B) 2008
- C) 2010
- D) 2014

ANSWER EXPLANATION

- ♥ Question asks about the year when world market trade of coffee was the lowest
- ♥ looking into the graph you will figure about that the year 2002 is the lowest
- ♥ then the year 2001 comes next to it

Correct answer is A

Graph question type number two

graph and passage

Question is asking for information that has a support in both the **GRAPH + PASSAGE TOGETHER**

Question design

which choice is supported by information in the graph and the passage?

APPROACH

- ♣ Digest the graph
- ♣ Read the answer choices one per one
- ♣ correct choice must be supported by both the graph and the passage
- ♣ Exclude any choice that has no support in the graph and passage together
- ♣ it is much easier to start from the graph first
- ♣ if the answer choice has no support in the graph, eliminate it
- ♣ If the answer choice has a support in the graph, then continue looking for a support in the passage
- ♣ Do not forget that: **Correct answer choice must have a support in the graph and the passage together**

Applied example

Figure 2

Effects of Four Type of Mailing on Voter Turnout in 2006 Michigan Primary Election

Group	Percent of individuals in group who voted
Voting record will be shared with neighbors	37.80%
Voting record will be shared with household members	34.50%
Voting record will be observed by researchers but not disclosed	32.20%
Reminder of civic duty to vote	31.50%
Control (no mailing sent)	29.70%

Adapted from Alan S. Gerber, Donald P. Green, and Christopher W. Larimer, "Social Pressure and Voter Turnout: Evidence from a Large Scale Field Experiment." ©2008 by APSA.

20

Based on the passage and figure 2, it can reasonably be inferred that the researchers who conducted the 2006 study included the "reminder of civic duty to vote" group in order to assess

- A) whether people are likely to make a concrete plan for voting when reminded of their civic duty to vote.
- B) whether reminding people of their civic duty to vote has a long-term effect on voting habits.
- C) the effectiveness of a conventional direct-mail strategy compared with newer strategies.
- D) the effectiveness of a particular direct-mail strategy in convincing people of the importance of their votes.

In another field experiment run by researchers at Yale University and the University of Northern Iowa
60 during the 2006 primary election in Michigan,
potential voters received direct mail noting that both
they and their neighbors would be informed of who
had voted after the election. Amazingly, this led to an
8.1 percent increase in turnout—one of the most
65 successful get-out-the-vote tactics studied to date.
Conventional direct-mail reminders, in contrast,
yield just a 0.162 percent increase in turnout on
average, according to a 2013 estimate based on
110 studies.

ANSWER EXPLANATION

Question is asking about **why the researchers who conducted the 2006 study included REMINDERS OF CIVIC DUTY TO VOTE) in their study**

- ♥ We take (2006 study) as a lead word which is directing us to a citation in the passage
- ♥ We read lines from 58 to 65 where the lead word is
- ♥ Lines indicate that the reason is to test (direct email noting that both they and their neighbors would be informed of who had voted after the elections)
- ♥ So, the main claim in the passage is **testing the effect of receiving direct mail**
- ♥ We move to the graph where its topic is talking about the **effect of 4 groups who received direct mail except for the last item in the graph** that refers to a group with (no mailing sent)
- ♥ The correct answer which has a support in both the passage and the graph is comparing the effect of receiving direct mail compared to the effect of no mail

CHOICE C IS CORRECT

CHOICE A IS INCORRECT

Making a plan is not supported in the graph

CHOICE B IS INCORRECT

Voting habits is not supported neither the graph nor the passage

CHOICE D IS INCORRECT

Convincing people of the importance of their vote is not supported neither in the graph nor in the passage

Graph question type number three

graph + passage + main idea

Question asks about a relationship between the passage and the graph

Question design

Which choice best states the relationship between the passage and the graph?

APPROACH

- ❖ Read the answer choices one per one
- ❖ Correct choice must show a connection or a relationship between the passage and the graph

In another way:

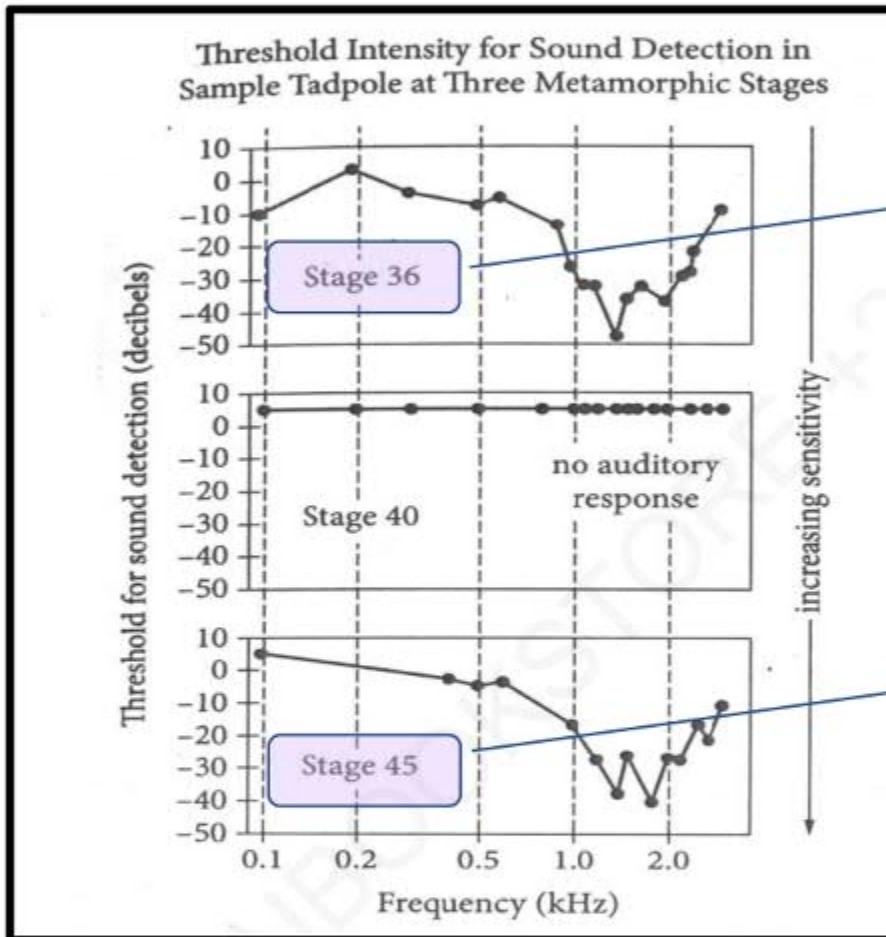
- Ⓜ Find if the graph is supporting the main idea of the passage
- Ⓜ Find If the graph is supporting a study or a finding in the passage
- Ⓜ Find If they are both having a connection

- ♥ understand what the question is asking for
- ♥ spot the main idea of the passage
- ♥ spot result of the study in the passage

Then

- ♥ Make a comparison between:
 - ♥ the main idea of the passage / result of study in the passage from one side and information in the graph from the other side
- ♥ find the relationship

Applied example



Early stages

Later stages

Which choice best states the **relationship** between the data presented in the graph and claims made in the passage?

- A) The data support the author's claim that the hearing of tadpoles returns after a period of deafness, but they provide no support for the claim that later-stage tadpoles can detect a broader range of frequencies than early-stage ones could.
- B) The data support the author's claim that tadpoles undergo a short developmental stage of deafness, but they provide no support for the claim that the hearing of tadpoles is different after this deaf stage than it had been before it.
- C) The data support the author's claim that tadpoles cannot hear low-frequency sounds at early stages of development, but they provide no support for the claim that tadpoles can hear higher-frequency sounds by the time they have matured into adult frogs.
- D) The data support the author's claim that the low-frequency pathway takes 48 hours to develop, but they provide no support for the claim that tadpoles show no auditory response during the time when that pathway is developing.

younger. In getting ready to move to a life where they have to hear vibrations from the ground, and eventually sounds in the air, they undergo a brief "deaf period." At the end of that forty-eight hours, ⁷⁵ their hearing suddenly returns, with a broader range of frequencies and better hearing at the low end.

ANSWER EXPLANATION

- ♥ Question is asking about a connection between the **data in the graph and the main claim in the passage**
- ♥ The main claim is indicated by the result of the study which is located at the end of the passage starting from line **71 to line 76**
- ♥ The main claim shows that the **hearing of the tadpole returned with a broader range of frequencies and a better hearing at the low end**

Looking into the graph

- ♥ Stage 36 (early stages) indicates that the hearing returns
- ♥ Stage 45 (later stages) indicates that the hearing returns **but not with the same strength as the early stages**

For the analysis above

CHOICE A IS CORRECT

CHOICE B IS INCORRECT

deafness is not supported because the tadpole hearing returned

CHOICE C IS INCORRECT

Early stages have high frequencies plus matured and adult frog is not supported in the graph

CHOICE D IS INCORRECT

Developing of tadpole is not supported in the graph

Graph question type number four

graph + passage + hypothetical graph

Question is asking: if information in the passage would change to certain extent, how the new hypothetical graph would look like

GRAPH + PASSAGE + MAIN IDEA

Question design

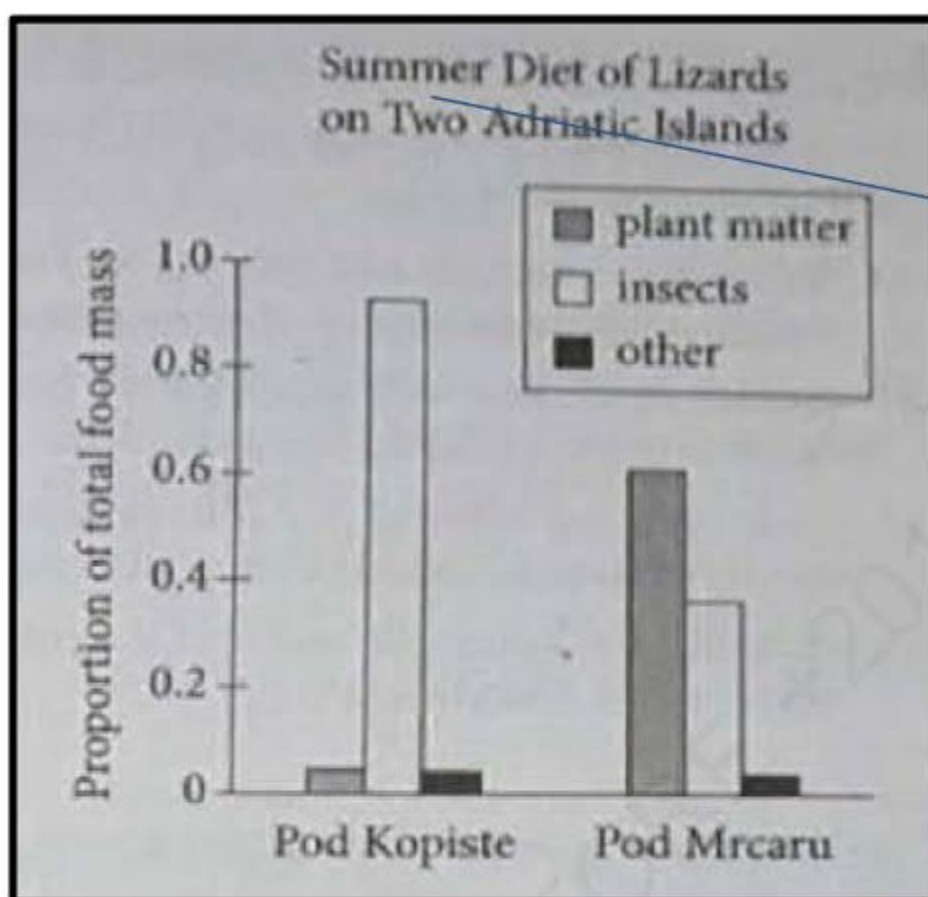
which choice best identifies a likely difference between the graph and another new / hypothetical / virtual graph?

if (information **changes** to new information)

APPROACH

- ♥ Read the answer choices one per one
- ♥ correct choice must be supported by the graph + the passage + the main idea of the passage + the newly changed information
- ♥ Exclude any choice that has no support in the graph and passage Together
- ♥ Understand the main idea of the passage
- ♥ Digest information in the graph
- ♥ Spot the changed information or claim from the question
- ♥ expect the shape of the graph with the change of this information
- ♥ pick up the correct choice

Applied example



LIZAED
SUMMER
DIET

31

Based on the passage, which choice best identifies a likely difference between the graph and a hypothetical graph providing data about the lizards' winter diet that measured the same three dietary sources?

- A) The gray Pod Mrcaru bar would be shorter, and either or both of the remaining Pod Mrcaru bars would be longer.
- B) The gray Pod Kopiste bar would be longer, and either or both of the remaining Pod Kopiste bars would be shorter.
- C) The white Pod Mrcaru bar would be longer, and the black Pod Mrcaru bar would be shorter.
- D) The black Pod Kopiste bar would be shorter, and the gray and the black Pod Mrcaru bars would both be longer.

LIZAED
WINTER
DIET

mere thirty-seven years or so to evolve? Well, the Pod Mrcaru lizards—the 'evolved' population—had significantly larger heads than the 'original' Pod Kopiste population: longer, wider, and taller heads.

40 This translates into a markedly greater bite force. A change of this kind typically goes with a shift to a more vegetarian diet and, sure enough, the lizards

of Pod Mrcaru eat significantly more plant material than the 'ancestral' type on Pod Kopiste. From the

45 almost exclusive diet of insects still enjoyed by the modern Pod Kopiste population, the lizards on Pod Mrcaru had shifted to a largely vegetarian diet, especially in summer.

ANSWER EXPLANATION

- ♥ use **synonyms and lead words** from the passage: **lizards / diet**
- ♥ We end up reading around lines **36 – 48**

We deduce that: pod Mrcaru lizards eat much vegetarian diet than pod Kopiste lizards

- ♥ Pod kopiste main diet are insects
- ♥ Pod Mrcaru lizards shifted mainly to **vegetarian diet** in **SUMMER**

Understand the question

- ♥ Question asks how the new graph would look like when it provides data about the lizard's **WINTER** diet
- ♥ Passage stated that main food diet for Pod Mrcaru in **SUMMER** IS (**vegetarian food**)
- ♥ For this, **correct choice must be talking about pod Mrcaru lizards**
- ♥ Their main food in **winter** is plant matter (**vegetarian**)

For this, the new graph that provides their diet in **WINTER** should be showing the following:

- Less plant matter (vegetarian food) in WINTER
- And as those lizards will need to fill in their stomachs
- They will need to fill in their stomachs with **a bit more insects or other food or both insects and other food**

THIS EXPLANATION SUPPORTS CHOICE A

Big picture / main idea questions

21

The primary purpose of the passage is to

- A) discuss evidence supporting a new interpretation of the Permo-Triassic extinction.
- B) identify the primary underlying cause of the Permo-Triassic extinction.
- C) refute an argument that challenges a dominant theory about the Permo-Triassic extinction.
- D) provide a catalog of fossil collections from the Permo-Triassic extinction found at two different sites.

FREQUENCY

Once or twice per passage
Between 5 to 10 times per section

UNDERSTANDING THE SKILL

- ♥ It is the question that needs to be answered last in the passage
- ♥ By the time you answer all other questions in the passage, you will absorb all the main points and get acquainted to its most important information
- ♥ eventually you will easily be able to answer the main idea question

HOW TO SPOT

Question should be asking about the whole passage and not part of it

- Ⓐ Over the course of the passage, the main focus shifts from
- Ⓑ The primary purpose of the passage is to
- Ⓒ Which statement best expresses the central claim of the Passage?
- Ⓓ A central concern of the passage is?
- Ⓔ Main idea of the passage is?
- Ⓕ The Summary of the passage is?
- Ⓖ The Author's point of view is?

the correct choice has to be

- Ⓐ Having a support of the main idea of the passage
- Ⓑ consistent with the general tone of the whole passage
- Ⓒ inclusive and covering up all the passage paragraphs
- Ⓓ having no extreme words

APPROACH NUMBER ONE

♥ with the least reading of the passage you can easily figure out its main idea and its tone

♥ read the following

- 1) blurb
- 2) introduction
- 3) first sentence of every paragraph
- 4) conclusion

♥ reading the above, you can easily figure out the passage's main Idea

APPROACH NUMBER TWO

The passage's main idea can always be found in **two** of the following **three** locations:

- Ⓡ **Introduction**
- Ⓡ **Beginning of the second paragraph**
- Ⓡ **End of the conclusion**

Read in the locations above, you can easily identify the main idea

do not panic

- ♥ by answering the passage questions in the **ORDER MENTIONED EARLIER** and leaving the main idea questions to be solved at the end you will pick up the correct answer choice of the main idea question so easily without even reading anything

READ THE
BLURB

READ THE
INTRODUCTION

READ THE
BEGINNING OF
SECOND PARAGRAPH

Questions 21-30 are based on the following passage.

This passage is adapted from Paul B. Wignall, *The Worst of Times: How Life on Earth Survived Eighty Million Years of Extinctions*. ©2015 by Princeton University Press. Approximately 252 million years ago, Earth experienced a mass extinction event, ending the Permian geologic period and starting the Triassic period.

For a long time the mass extinction was thought to be a protracted crisis spread over millions of years but by the late 1990s a growing number of studies were in favor of a short, sharp extinction. However, there is a big fly in the ointment when it comes to evaluating the timing of the crisis: quite a few Permian species survived for a short time into the Triassic.

Most Permo-Triassic boundary rocks contain a clear extinction layer marked by the point where a large number of species disappear forever. However, the overlying rocks often contain a mix of both typical Permian and new Triassic fossils. This "mixed" fauna [animals] persisted into the earliest Triassic, whereupon the Permian fossils—usually called holdover taxa in the paleontological literature—disappeared. In the Italian Dolomites the mixed fauna consists of Permian brachiopods and forams, some new short-lived forms (such as the bivalve *Towapteria* and several new species of forams), plus some longer-ranging forms that become briefly abundant at this level (the brachiopod *Lingula* and the simple foram *Earlandia*). The significance of these fossils has long engendered debate and not a little controversy. Some have argued that the Permian holdovers are simply fossils that have been reworked from the underlying pre-extinction strata and incorporated into the younger sediments. However, this notion is easily dismissed because the mixed fauna contains new species that were not present before the first extinction. Others simply dismiss the mixed fauna as unimportant.

A recent review by Shen Shu-zheng of the Nanjing Institute of Geology and Palaeontology and twenty-one coauthors simply tried to brush the mixed fauna under the carpet when they concluded that the new species constituted a "trivial rise in diversity . . . but do not change the general overall

40 trend of overall decreasing diversity [at this time]."
In their view the mass extinction becomes a
clean-cut, single event with only a few "trivial" short-
lived survivors that can essentially be ignored.

But the holdover species cannot be dismissed so
45 easily.

Clarity to this debate has come from recent
intensive collecting of the Permian and Triassic
fossils in South China. Sampling from numerous
locations has revealed the fate of marine life in
50 shallow seas to deep basins. Much of the hard work
was undertaken by Song Haijun, who together with
his Wuhan colleagues Yin Hongfu and Tong Jinnan
(two giants of the Permo-Triassic research scene in
China) and me, documented the fates of 537 marine
55 species belonging to 17 major groups during the
crisis. The results reveal that the mixed fauna is
actually much more diverse than previously
appreciated. It represents a survival phase
sandwiched between two mass extinction events, one
60 at the end of the Permian, which eliminated 57% of
species, and one at the start of the Triassic, which
resulted in 71% species extinction. Barely 40 marine
species remained after the double-punch crisis.
Thanks to much recent effort in dating volcanic ash
65 bands in the South China sections, we also now know
that the interval between the extinctions lasted about
200,000 years.

So the Permo-Triassic mass extinction as now
resolved consists of two abrupt mass extinctions
70 separated by an interval of partial recovery. If I were
to play devil's advocate and argue against our own
conclusions, it could be said that the extinction was
in fact just one continuous phase of extinction losses
spread over 200,000 years with a final coup de grâce
75 in the Early Triassic. Declining diversity, however,
does not mark the interval with the mixed fauna,
called the epilogue episode by Yin Hongfu; rather, it
is a time of stable diversity marked by the appearance
of new species and the loss of others. In South China
80 the epilogue episode has a stable diversity level of
around 150 species. The appearance of many new
species (especially among brachiopods, bivalves,
conodonts, ammonoids, and ostracods) suggests that
benign conditions at this time favored the
85 appearance of these new forms. These observations
clearly indicate that the 200,000-year epilogue
episode was not one of continued stress but rather a
respite between two storms.

The primary purpose of the passage is to

- A) discuss evidence supporting a new interpretation of the Permo-Triassic extinction.
- B) identify the primary underlying cause of the Permo-Triassic extinction.
- C) refute an argument that challenges a dominant theory about the Permo-Triassic extinction.
- D) provide a catalog of fossil collections from the Permo-Triassic extinction found at two different sites.

**READ THE
CONCLUSION**

Answer explanations

- ♥ From **the blurb** we can tell that passage talks about **mass extinction at the end of the Permian geologic period and starting the Triassic period.**
- ♥ **Introduction** talks about **recent studies in favor of short sharp extinction**
- ♥ **Introduction** shows **evidence supporting the new studies by indicating that some species survived for a short time from the Permian geologic period and into the Triassic period.**
- ♥ **Beginning of the second paragraph** gives **support for boundary rocks contain A clear extinction layer indicating a large number of species disappear forever**
- ♥ The rocks contain a mix of both typical Permian and new Triassic fossils
- ♥ **The conclusion** offers a **resolution of Permo-Triassic mass extinction with its timing and stages**
- ♥ **Conclusion** states the **appearance of many new species making the interval period between the Permian geologic period and starting the Triassic period.**
 - **Choice A is correct**
Because all the above provide a support for the **Permo-Triassic mass extinction**
 - **Choice B is incorrect**
Passage did not discuss **the cause of the extinction**
 - **Choice C is incorrect**
Passage did not provide a **refutation** of the theory plus the whole theory has not been **challenged**
 - **Choice D is incorrect**
Fossil collection is not the main theme of the passage and it does not cover the whole passage

Applied example

t

Questions 11-20 are based on the following passage.

This passage is adapted from Supriya Syal, Dan Ariely, "Getting Out the Vote." ©2016 by Scientific American, a division of Nature America, Inc.

Most theories that examine the mindset of those who do not vote speak to disengagement from electoral politics or disbelief in government's ability to affect progress. Solutions that aim to address these problems typically inform people about the importance of their vote in electing a government that works for them. Yet this tactic does not appear to sway many. Despite such efforts, turnout has consistently hovered around 50 percent for the past nine U.S. presidential elections—the highest being 56.9 percent in 2008.

Behavioral science might explain why these informational interventions fall short. A substantive body of evidence indicates that the environment in which we make decisions can fundamentally alter them. For example, what we think others are doing, how voting makes us feel about ourselves, and what we need to do to vote all affect whether or not we participate on Election Day. So instead of simply telling Americans to vote, the science suggests we need to think about the context in which citizens decide to cast their ballots.

In a field experiment conducted among 287,000 would-be voters in Pennsylvania during the 2008 Democratic primary election, researchers tried to see if voter turnout could be increased by helping people make a concrete plan to implement their intentions. One to three days before the November 2008 election, behavioral scientists David Nickerson, now at Temple University, and Todd Rogers of Harvard asked one group of would-be voters about their intentions to vote and a second group about their intentions and also about when, where and how they would accomplish the goal of voting.

Voter records showed that making a plan was more than twice as effective as simply asking people about their intentions. Overall there was a 4.1 percentage point increase in the likelihood of voting by making a plan relative to people who did not receive a phone call. (The average effectiveness of commercial phone banks, assessed from dozens of studies, is about one percentage point.)

Conventional wisdom (and practice) suggests that we could convince people to vote by stressing that their particular ballot is very important because not

many other people are voting. Yet findings in behavioral science indicate that most of us are motivated by the desire to conform to the social norm—meaning we are more likely to do what most people are doing.

Two get-out-the-vote field experiments during the 2005 general election in New Jersey and the 2006 primary election in California tested these hypotheses. They found that individuals were much more motivated to vote when they believed lots of other people were voting compared with when they thought relatively few others were voting.

In another field experiment run by researchers at Yale University and the University of Northern Iowa during the 2006 primary election in Michigan, potential voters received direct mail noting that both they and their neighbors would be informed of who had voted after the election. Amazingly, this led to an 8.1 percent increase in turnout—one of the most successful get-out-the-vote tactics studied to date. Conventional direct-mail reminders, in contrast, yield just a 0.162 percent increase in turnout on average, according to a 2013 estimate based on 110 studies.

If most of us vote, then being part of the truant few who do not feels like we are shirking a social contract. Publicizing voting records may therefore increase the salience of this social obligation and possibly bring shame on nonvoters. Following through, however, allows them to maintain their self-identity as contributing members of society.

READ THE
BLURB

READ THE
CONCLUSION

READ THE
INTRODUCTION

READ THE
BEGINNING OF
SECOND
PARAGRAPH

13

The main purpose of the passage is to

- A) present research that accounts for why voter turnout has decreased in recent years.
- B) argue that scientists do not fully understand what motivates peoples to vote.
- C) assert that field studies are necessary for understanding trends in voter turnout.
- D) explain how insights from a particular scientific field might be used to increase voter turnout.

Answer explanations

- ♥ **Introduction** talks about traditional methods of getting people to vote
- ♥ Those methods did not prove to be effective

- ♥ **Beginning of the second paragraph** introduces behavioral science and its contributions in finding why those traditional tactics fail and thus it introduces new methods and studies to help increase number of voters

- ♥ **The conclusion** provides the outcome of the study and indicates that publicizing the voting may therefore increase the salience of this social obligation and possibly bring shame on nonvoters. Following through, however, allows them to maintain their self-identity as contributing members of society.

- **Choice D is correct**

The particular science is the behavioral science which aims to provide studies to increase voting

- **Choice A is incorrect**

Passage does not study the **reason for the decrease in voting**

- **Choice B is incorrect**

Choice is wrong and **off topic** because passage does not talk about scientist lack of understanding voting motivation

- **Choice C is incorrect**

Passage does not talk about **trends**. however, it talks about methods and studies

AMERICANBOOKSTORE +20155339184

Reading the paired passage

We may spend between two to three minutes to read the following parts in the paired passage

1) BLURB OR INTRODUCTORY

(made by CB to introduce the passage)

Blurb is so significant as it introduces:

- ♥ the author and the theme of each passage
- ♥ the reason for each passage and time frame
- ♥ historical events during that period

PASSAGE ONE CAN BE READ AS FOLLOWS

2) INTRODUCTION

- ♥ Read the introduction of passage 1
- ♥ it introduces the theme that the author will talk about and it holds the main idea
- ♥ if the introduction is big in size just read the first half of it

3) FIRST SENTENCE FROM PERIOD TO PERIOD OF EVERY PARAGRAPH OF PASSAGE 1

- ♥ **once the author starts a new paragraph, he introduces a change in the time, the place, or the character**
- ♥ Read the first sentence of every paragraph of passage 1

4) Read the conclusion of passage 1

- ♥ If the conclusion is big in size, read the second half of it
- ♥ It got the main idea and the tone of the passage

**5) READ IDEAS AFTER THE COMING KEYWORDS (OPTIONAL)
(BUT- HOWEVER – AGAIN- BECAUSE – WHILE)**

- ♥ they transition to new ideas (either contrasted or supported or giving a reason)
- **While you read the first passage, you encounter ideas / claims that seem to have no significance for you**
- **Those ideas/ claims only seem to be significant once you encounter them again while reading passage 2, either as consistent or as CONTROVERSIAL to passage 1**

PASSAGE TWO CAN BE READ AS FOLLOWS

6) REPEAT THE SAME THING FOR PASSAGE 2

- ♥ Read passage 2 as you did for passage 1 (blurb / introduction / one sentence of every paragraph / conclusion)

7) FIND THE RELATIONSHIP BETWEEN THE 2 PASSAGES

- ♥ Let your mind spend few seconds comparing between the 2 passages
- ♥ Find the main idea of each passage
- ♥ Find the claims that have been mentioned in both passages
- ♥ Find the tone of each passage separately
- ♥ Find Which one is positive, and which one is negative?
- 20 percent of the paired passages (both negative or both positive)
- 30 percent of paired passages (one is positive and the other is negative)
- 50 percent of paired passages (one is positive or negative while the other one is both positive and negative at the same time)

APPROACHING THE PAIRED PASSAGE

FOUR TYPES OF QUESTIONS ASK ABOUT THE TWO PASSAGES TOGETHER

APPROACHING QUESTION NUMBER 1

QUESTION

How would the author of passage 1 most likely respond to the claim made in lines (50-55) of passage 2?

HOW TO ANSWER

- 1) Recall the main idea of passage 1 and main idea of passage 2
- 2) Recall the tone of passage 1 and the tone of passage 2
- 3) Read the referenced lines of the claim (50-55) in passage 2
- 4) understand what the author tries to say in the referenced lines
- 5) go to passage 1 and find out what the author of passage 1 said about the claim (50 – 55) of the author of passage 2

® **IF PASSAGE 1 IS POSITIVE AND PASSAGE 2 IS ALSO POSITIVE:**

THE AUTHOR OF PASSAGE ONE WILL AGREE / CONFIRM / SAY THE SAME THING / SAY A SIMILAR THING

® **IF PASSAGE 1 IS POSITIVE AND PASSAGE 2 IS NEGATIVE (OR THE VICE VERSA):**

THE AUTHOR OF PASSAGE ONE WILL DISAGREE / REFUSE / SAY THE CONTRARY THING / SAY DIFFERENT THINGS

APPROACHING QUESTION NUMBER 2

QUESTION

The authors of the two passages would most likely agree to which of the following statements?

HOW TO ANSWER

- ♥ Pick up the choice about which the 2 authors are both positive or negative
- ♥ Pick up the choice that has support in both passages

APPROACHING QUESTION NUMBER THREE

QUESTION

Both passages discuss all the following except which statement?

HOW TO ANSWER

- ♥ Pick up the choice that does not have support in both passages Together

APPROACHING QUESTION NUMBER FOUR

QUESTION

Which choice describes the relationship between the 2 passages?

HOW TO ANSWER

- ♥ Find the main idea of each passage
- ♥ Find the general tone of each passage
- ♥ For the passage with a positive tone, we pick up the choice with such words or similar positive words

support / reinforce / clarify / describe / present / introduce
/expand / explain / examine / advocate / illustrate / emphasize

- ♥ For the passage with a negative tone, we pick up the choice with such words or similar negative words

oppose / deny / refute / contrast / prevent / undermine / argue /
disagree / debunk / criticize

AMERICANBOOKSTORE +201553389184

Questions 31-41 are based on the following passages.

Passage 1 is adapted from Caroline H. Dall, *The College, the Market, and the Court; or, Woman's Relation to Education, Labor, and Law*. Originally published in 1867. Passage 2 is adapted from Sarah Cooper, "Woman Suffrage—Cui Bono?" Originally published in 1872.

Passage 1

[W]e don't care about *abstract rights*: what we want is our *own share* of the tangible acknowledged right which human governments confer. If in
Line England this right depends on a property
5 qualification, then we claim that there the property qualification shall endow woman as well as man with the right of suffrage. If in America it depends upon an inalienable right to life, liberty, and the pursuit of happiness, then we demand that our government
10 recognize woman as so endowed, and receive her vote.

To the reviewer we say also, if the grounds of suffrage are vague and undetermined in *theory*, they may remain so, so far as our interference is
15 concerned. What we ask to share is the steady right to vote, which has been actually granted, and never disputed, since our government was founded; and sufficiently pressed, we might add, that, if there is ever any chance of limiting the right of suffrage, we
20 shall do all we can to secure its dependence on a certain amount of education, in preference to a certain amount of wealth. . . .

We intend to claim, in words, the right of suffrage; and why?

25 . . . [W]e claim the right of suffrage, because only through its possession can women protect themselves; only through its exercise can both sexes have equality of right and power before the law. Whenever this happened, character would get its
30 legitimate influence; and it is just possible that men might become rational and virtuous in private, if association with women compelled them to *seem* so in public. . . .

The laws already existing prove conclusively
35 to woman herself, that she has never had a real representative. What she seeks is to utter her own convictions, so that they shall redeem and save, not merely her own sex but the race.

That the right of suffrage would be a protection to
40 women, we see from this fact, that it would at once put an end to three classes of laws:—

I. Those that protect her from violence.

II. Those made to protect her from fraud.
III. Those that protect society from the passions of
45 both sexes.

The moment woman began to exercise this right, I think we should see moral significance streaming from every statute.

Passage 2

The fact that a large majority of women manifest
50 so little interest in the question of suffrage, and are so palpably indifferent in regard to securing the privilege, is evidence of the absence of any very extended dissatisfaction with their present position. Female suffragists find their most
35 formidable opponents among their own sex; and is not the instinct or inclination of this latter class as worthy of consideration as are the wishes and opinions of those who maintain the opposite view? Are they any less sincere? Should they be deemed
60 illiberal, pusillanimous, apathetic, or imbecile, because they fail to discover in the ballot the Utopian glories of a redeemed womanhood?

There are those who believe women to be their own severest critics, their own harshest judges.
65 Feeling thus, they have no tumultuous desire to secure the privilege of being tried by a so-called jury of their peers. They believe that, as a rule, the kindest judges of woman's strength or infirmity have been men; that in man she finds her truest and firmest
70 champion. What women most lack, is charity and magnanimity to one another. Woman's weakness lies in her aptitude to forgive in the wrong place. . . . Will the ballot in woman's hand change all this? If so, God speed it. If men and women could only be made
75 virtuous by Act of Congress, the prospect might be more re-assuring. The efforts hitherto made to legislate morality have not been very hopeful in their results. . . .

. . . The moral power which woman is capable of
80 exerting might dominate the world, and in this lies her supreme potency. Man's political sovereignty could be made to dance attendance upon the behests of an uplifted, pure, exalted, and consecrated
womanhood; but just in proportion as woman affects
85 masculine accomplishments and becomes a *quasi* man, will the sentiments of respect, love, and reverence diminish, until they will eventually be reckoned among the lost arts; and, in the eager pursuit of coveted rights, woman should be wisely
90 cautious to avoid the assumption and arrogance which she so sharply reprobates in man.

Applied example

39

The passages most strongly suggest that Dall and Cooper share which view of men's and women's moral characters and obligations?

- A) Women have stronger moral values than men; therefore, women need to exert a positive moral influence over men.
- B) Women view men as morally lacking; therefore, women should make every attempt to play a more public role in politics.
- C) Both men and women are morally deficient; therefore, both would benefit from legislation addressing moral failings.
- D) Both men and women seek moral improvement; therefore, they should work together to bring about social changes that promote morality.

Answer explanations

- ♥ Moral characters and obligation require a **positive answer**
- ♥ use **men and women** as lead words in **both passages**
- ♥ Scanning for the lead words in both passages end you up reading
- ♥ Passage 1: lines 4-7
- ♥ Passage 2: lines 66-70 and 79-84

- ♥ Citations indicate a moral cooperation between men and women

Choice D is correct

Based on the passages, which choice best identifies a key difference in how Dall (Passage 1) and Cooper (Passage 2) view women's influence over men?

- A) Dall argues that women will exert more influence over men if they share rights and power with men, whereas Cooper argues that women cannot influence men as long as they hold men in such low esteem.
- B) Dall asserts that women can influence men through rational discourse and well-argued positions, whereas Cooper asserts that women can influence men through their respect and admiration for men.
- C) Dall claims that women can influence men in public by insisting that men behave better in private, whereas Cooper claims that women will most successfully influence men in private by not challenging men in public.
- D) Dall assumes that women would gain influence if they entered the political sphere, whereas Cooper asserts that by remaining outside of politics, women are most successful at influencing men.

Answer explanations

- ♥ Question asks how the two authors view difference on women's influence on men
- ♥ spot **men and women** as lead words in both passage
- ♥ We end up reading the following
- ♥ **In passage 1: lines from 25-28**
- ♥ **In passage 2: lines from 84 – 91**
- ♥ Citation in passage one encourages women to interfere in political life
- ♥ Citation in passage two encourage women to help the man and get away from political life

CORRECT CHOICE IS D

Applied example

Questions 21-31 are based on the following passage.

Passage 1 is adapted from Tom McGrath, "Is Your Doc Addicted?" ©2010 by Tom McGrath.

Passage 2 is adapted from Scientific American, "Pee in This Cup, Doc: Random Drug Tests Should Be Standard for Physicians." ©2014 by Scientific American.

Passage 1

Line
(5) Had she been a pilot, or a train engineer, or even a bus driver, chances are someone would have discovered, before it was too late, the demons Kristen Parker was battling. Unfortunately for the people whose lives she would forever alter, Parker was merely a hospital worker.

(10) The 26-year-old surgical technician was hired by Rose Medical Center, in suburban Denver, in the fall of 2008. While she was required to jump through plenty of pre-employment hoops, including a drug test, there was no random drug testing once she landed the job.

(15) This was tragic, because if hospital officials had periodically screened Parker for drug use the way the transportation industry screens millions of its employees every year, they no doubt would have found out the truth sooner. Despite somehow managing to pass that initial test, Kristen Parker had a drug problem. A very serious drug problem.
(20) Her addiction was so severe, in fact, that within a few days of starting her job, she began treating the drugs available in the medical center's operating rooms as her own personal stash.

(25) When doctors and nurses in the OR weren't looking, Parker would quietly steal syringes filled with the narcotic Fentanyl, which is up to 100 times as powerful as morphine, and replace them with syringes filled with saline. At first those replacement needles were new and sterilized.
(30) But as Parker's addiction worsened, she became sloppier and more brazen. Soon she was swapping the Fentanyl syringes for dirty needles she'd used to inject herself.

(35) Horrifying? Absolutely, especially given this fact: The previous summer, while living in New Jersey, Parker thinks she contracted hepatitis C from using dirty needles to shoot herself up with heroin.

(40) Parker's behavior eventually aroused suspicions, and she was fired after failing a drug

test. But it wouldn't be until June 2009, after Parker had begun working at yet another Colorado medical facility, that Rose officials, along with the state health department, began piecing together the damage she had wrought. Ultimately, they calculated, she had exposed nearly 6,000 patients to hepatitis C.

Passage 2

(50) We hold our physicians to high standards because they make life-or-death decisions. Yet when it comes to drug addiction, their behavior can be disturbing. Their overall rates of substance abuse are roughly on par with rates for the rest of the population, at about 10 percent. For prescription drugs, abuse rates for doctors in several specialties are estimated to be higher—not surprising given their access to addictive medications.

(55) Earlier this year, the inspector general for the U.S. Health and Human Services Department called for mandatory random drug testing for all health care workers with access to drugs.

(60) The idea is a good one. We require such testing of airline pilots, train conductors, truck drivers and others whose impaired behavior could endanger many lives.

(65) In November, California could become the first state to mandate that crucial level of safety in health care. The new California initiative, if made into law, would require the state medical board to oversee a drug- and alcohol-testing program. Random tests would be carried out by doctors' hospitals. Physicians also would be tested when suspected of substance abuse or after an unexpected patient death or serious injury occurred. Additionally, doctors would have to report colleagues. If doctors tested positive, their medical licenses would be suspended, pending investigation.

(70) We know testing can work, and it may act as an effective deterrent. Since 2004 at Massachusetts General Hospital, a random drug-testing requirement has been in place for anesthesiology residents. During the first six years, there were four substance abuse cases. In the ten years since testing began, not a single resident has tested positive.

(75) The goal is not to punish people but to protect patients. Positive test results should not cost physicians their careers. They should be placed in recovery programs, so they may safely return to work.

PASSAGE 1 = EXTREMELY NEGATIVE (DRUG ABUSE CASE)
PASSAGE 2 = POSITIVE (SOLUTIONS OF DRUG ABUSE
INCLUDING RANDOM DRUG TEST AND RECOVERY PROGRAMS

CONTINUE

29

Both authors would most likely agree with which of the following statements?

- A) Pre-employment drug testing is an insufficient method for screening health care workers.
- B) Drug recovery programs should be established for drug-addicted health care workers, so they can return safely to the work place.
- C) Random drug testing should be required in places where health care workers have access to drugs.
- D) It is not surprising that doctors become addicted to drugs, considering their easy access to prescription medications.

SUPPORT ONLY IN PASSAGE 1

SUPPORT ONLY IN PASSAGE 2



SUPPORT IN BOTH PASSAGES

SUPPORT ONLY IN PASSAGE 2

30

How would the author of Passage 2 likely respond to Parker's being fired for her behavior (line 40)?

- A) By suggesting that she be admitted to a recovery program, not punished for her addiction
- B) By pointing out that, without proper protocols, she will just be hired somewhere else
- C) By agreeing that the best way to deal with problematic health care workers is to prevent them from having a career in health care
- D) By stating that her actions were criminal since she had endangered the health of patients

CORRECT = he is against being FIRED AND AGREES WITH RECOVERY

NO SUPPORT

AGREE = NO SUPPORT

NO SUPPORT AS HE ONLY SUPPORTS RECOVERY PROGRAMS

PASSAGE 2 = POSITIVE
PASSAGE 1 = NEGATIVE
THEN
PASSAGE 2 MUST DISAGREE
with PASSAGE 1

WORDS THAT SHOW UP THE MOST IN QUESTIONS ANSWER CHOICES

This part is extracted and dedicated by Miss Ola Mohamed

♥ context: discourse that surrounds and helps explain a word or passage
♥ argument: an assertion offered as evidence that something is true
♥ claim :an assertion that something is true or factual
♥ counterargument: an opinion offered in opposition to another position
♥ evidence: means by which an alleged matter is established or disproved
♥ rhetorical: relating to using language effectively
♥ appeal: earnest or urgent request
♥ data :a collection of facts from which conclusions may be drawn
♥ graph: a visual representation of the relations between quantities
♥ table: a set of data arranged in rows and columns
♥ author: a person who writes professionally
♥ narrator: someone who tells a story
♥ perspective: a way of regarding situations or topics
♥ explicit: precisely and clearly expressed or readily observable
♥ implicit: suggested though not directly expressed
♥ allude: make an indirect reference to
♥ imply: express or state indirectly
♥ infer: conclude by reasoning
♥ foreshadow: indicate by signs
♥ hypothesis: a tentative insight that is not yet verified or tested
♥ capture: succeed in representing or expressing something intangible
♥ characterize: describe or portray the qualities or peculiarities of
♥ item: a distinct part that can be specified separately in a group
♥ summarize: present the main points in a concise form
♥ analyze: break down into components or essential features
♥ purpose: an anticipated outcome that guides your planned actions
♥ focus: special emphasis attached to something
♥ central: serving as an essential component
♥ point of view: a mental position from which things are perceived
♥ emphasize: stress or single out as important
♥ highlight: move into the foreground to make more visible or prominent
♥ underscore: give extra weight to
♥ adapt: make fit for, or change to suit a new purpose
♥ validate: give evidence for

- ♥ address: direct one's efforts towards something, such as a question
- ♥ refer : make a remark that calls attention to
- ♥ tone: a quality that reveals the attitudes of the author
- ♥ character : an imaginary person represented in a work of fiction
- ♥ suggest: imply as a possibility
- ♥ suggestion: an idea that is proposed
- ♥ reinforce: make stronger
- ♥ restate: to say or perform again
- ♥ develop: elaborate, as of theories and hypotheses
- ♥ convey: serve as a means for expressing something
- ♥ advance: cause to move forward
- ♥ elaborate: add details, as to an account or idea
- ♥ comparison: the act of examining resemblances
- ♥ contrast: put in opposition to show or emphasize differences
- ♥ character: attributes that determine one's moral and ethical actions
- ♥ passage: a section of text, particularly a section of medium length
- ♥ shift: change in quality
- ♥ primarily: for the most part
- ♥ primary: most important
- ♥ argue: present reasons to support one's views
- ♥ controversy: a dispute where there is strong disagreement
- ♥ support: establish or strengthen as with new evidence or facts
- ♥ analysis: an investigation of the component parts of a whole
- ♥ contradict : be in opposition to
- ♥ refute: overthrow by argument, evidence, or proof
- ♥ consistent: in agreement or reliable
- ♥ reflect: manifest or indicate
- ♥ reflection: a calm, lengthy, intent consideration
- ♥ criticize: point out real or perceived flaws
- ♥ critique: appraise or judge in an analytical way
- ♥ demonstrate: show the validity of something, as by example or explanation
- ♥ illustrate: clarify by giving an example of
- ♥ confirm: establish or strengthen as with new evidence or facts
- ♥ motivation: the condition of being given incentive for action
- ♥ motive: the reason that arouses action toward a desired goal
- ♥ percent: a proportion in relation to a whole
- ♥ percentage: a proportion in relation to a whole
- ♥ dictate: determine, order, or control how something is done

♥ clarity: make clear and comprehensible
♥ conclusion: a position or opinion reached after consideration
♥ disagree: be of different opinions
♥ introduce: bring before the public for the first time
♥ explain: make plain and comprehensible
♥ explanation: making something plain or intelligible
♥ information: a collection of facts from which conclusions may be drawn
♥ fact: a piece of information about events that have occurred
♥ factor: anything that contributes causally to a result
♥ define: explain the meaning of a word
♥ predict: tell in advance
♥ challenge: take exception to
♥ compare: examine and note the similarities or differences of
♥ likely: having a good chance of being the case or of coming about
♥ paragraph: one of several distinct subdivisions of a text
♥ include: have as a part; be made up out of
♥ example: an item of information that is typical of a class or group
♥ emotion: any strong feeling
♥ experiment: the act of conducting a controlled test or investigation
♥ identify: recognize as being
♥ relationship: a state involving dealings between people, parties, or ideas
♥ yield: give or supply
♥ phrase: an expression consisting of one or more words
♥ value: the quality that renders something desirable
♥ describe: give a statement representing something
♥ description: a statement that represents something in words
♥ difference: the quality of being unlike or dissimilar
♥ similar: having the same or nearly the same characteristics
♥ option: one of a number of things from which only one can be chosen
♥ reveal: make known to the public information previously kept secret
♥ examine: consider in detail in order to discover essential features
♥ counter: speak in response
♥ propose: present for consideration, examination, or criticism
♥ narrative: an account that tells the particulars of an act or event
♥ graphic: a visual image
♥ expose: show; make visible or apparent
♥ contend: maintain or assert
♥ provide: give something useful or necessary to
♥ tend: have a disposition to do or be something; be inclined

♥ evaluate: estimate the nature, quality, ability or significance of
♥ concept: an abstract or general idea inferred from specific instances
♥ dispute: take exception to
♥ determine: find out or learn with certainty, as by making an inquiry
♥ intention: an anticipated outcome that guides your planned actions
♥ indicate: give evidence of
♥ discuss: to consider or examine in speech or writing
♥ discussion: an extended communication dealing with a particular topic
♥ abstract: not representing or imitating external reality
♥ previous: just preceding something else in time or order
♥ identify: recognize as being
♥ vary: be subject to change
♥ assumption: a statement that is held to be true
♥ mimic: imitate, especially for satirical effect
♥ distinct: not alike; different in nature or quality
♥ interpret: make sense of; assign a meaning to
♥ establish: set up or lay the groundwork for
♥ trait: a distinguishing feature of your personal nature
♥ theory: a well-substantiated explanation of some aspect of the world
♥ development: a process in which something passes to a different stage
♥ favor: promote or prefer over another
♥ influence: have and exert an effect
♥ accompanying: occurring at the same time, along with, or as a consequence
♥ function: what something is used for
♥ significant: important in effect or meaning
♥ hypothetical: based primarily on surmise rather than adequate evidence
♥ principle: a basic generalization that is accepted as true
♥ stance: a rationalized mental attitude
♥ mention: make reference to
♥ evoke: call forth, as an emotion, feeling, or response
♥ pattern: a perceptual structure
♥ supplementary: functioning in a supporting capacity
♥ portray: depict in words
♥ possess: have as an attribute, knowledge, or skill
♥ empirical: derived from experiment and observation rather than theory
♥ symbolic: serving as a visible sign for something abstract
♥ substantiate: establish or strengthen as with new evidence or facts
♥ figurative: not literal

**TONE WORDS THAT SHOW UP THE MOST
IN THE READING SECTION**

This part is extracted and dedicated by Miss Ola Mohamed

- | |
|--|
| 1. optimistic: hopeful that the best will happen in the future |
| 2. pessimistic: expecting the worst possible outcome |
| 3. neutral: having no personal preference |
| 4. ambivalence: mixed feelings or emotions |
| 5. frank: characterized by directness in manner or speech |
| 6. indignant: angered at something unjust or wrong |
| 7. empathetic: showing ready comprehension of others' states |
| 8. appreciation: understanding of the nature or meaning of something |
| 9. critical: of a serious examination and judgment of something |
| 10. scornful: expressing extreme contempt |
| 11. disdain: lack of respect accompanied by a feeling of intense dislike |
| 12. provocative: serving or tending to excite or stimulate |
| 13. hostile: characterized by enmity or ill will |
| 14. advocate: a person who pleads for a person, cause, or idea |
| 15. amusement: a feeling of delight at being entertained |
| 16. sympathetic: expressing compassion or friendly fellow feelings |
| 17. affection: a positive feeling of liking |
| 18. reverent: feeling or showing profound respect or veneration |
| 19. mocking: expressing contempt or ridicule |

21. **incredulous**: not disposed or willing to believe; unbelieving

22. **caustic**: harsh or corrosive in tone

23. **elegiac**: resembling or characteristic of a lament for the dead

24. **vehement**: marked by extreme intensity of emotions or convictions

25. **traditional**: consisting of or derived from a practice of long standing

26. **dubious**: fraught with uncertainty or doubt

27. **foreboding**: a feeling of evil to come

28. **malicious**: having the nature of threatening evil

29. **callous**: emotionally hardened

30. **dismay**: the feeling of despair in the face of obstacles

31. **rejection**: the state of being turned down

32. **superior**: of high quality or performance

33. **patronizing**: characteristic of those who treat others with arrogance

34. **candor**: the quality of being honest and straightforward

35. **contradictory**: not able to be true at the same time

36. **averse**: strongly opposed

37. **disgust**: strong feelings of dislike

38. **genuine**: not fake or counterfeit.

39. **sincere**: open and genuine; not deceitful

40. **enthusiastic**: having or showing great excitement and interest

41. **puerile**: displaying or suggesting a lack of maturity

43. **conciliatory**: making or willing to make concessions

44. **jovial**: full of or showing high-spirited merriment

45. **witty**: demonstrating striking cleverness and humor

46. **derisive**: expressing contempt or ridicule

47. **morose**: showing a brooding ill humor

48. **bellicose**: having or showing a ready disposition to fight

49. **sardonic**: disdainfully or ironically humorous

50. **dire**: fraught with extreme danger; nearly hopeless

51. **negative**: characterized by denial or opposition or resistance

52. **positive**: characterized by or displaying affirmation or acceptance

53. **sanguine**: confidently optimistic and cheerful

54. **grave**: causing fear or anxiety by threatening great harm

55. **somber**: grave or even gloomy in character

56. **serious**: of great consequence

57. **placid**: not easily irritated

58. **severe**: unsparing and uncompromising in discipline or judgment

59. **imposing**: befitting an important, distinguished, or powerful person

60. **outspoken**: given to expressing yourself freely or insistently

61. **scandalous**: giving offense to moral sensibilities

62. **sinister**: wicked, evil, or dishonorable

63. **methodical**: characterized by orderliness

65. **heroic**: having qualities appropriate for brave figures

66. **audacious**: disposed to venture or take risks

67. **curious**: eager to investigate and learn or learn more

68. **bitter**: proceeding from or exhibiting great hostility or animosity

69. **insolent**: marked by casual disrespect

70. **dejected**: affected or marked by low spirits

71. **smug**: marked by excessive complacency or self-satisfaction

72. **cavalier**: given to haughty disregard of others

73. **irreverent**: showing lack of due respect or veneration

74. **flippant**: showing an inappropriate lack of seriousness

75. **vexed**: troubled persistently especially with petty annoyances

76. **intense**: possessing a distinctive feature to a heightened degree

77. **engaging**: attracting or delighting

78. **exuberant**: joyously unrestrained

79. **fleeting**: lasting for a markedly brief time

80. **jealous**: suspicious or fearful of being displaced by a rival

81. **petulant**: easily irritated or annoyed

82. **ambitious**: having a strong desire for success or achievement

83. **reckless**: marked by defiant disregard for danger or consequences

84. **undermine**: weaken or impair, especially gradually

85. **deference**: courteous regard for people's feelings

87. obstinate: marked by tenacious unwillingness to yield

88. opposition: being against something that you disapprove or disagree with

89. quarrelsome: given to arguing

90. contentious: showing an inclination to disagree

91. rancorous: showing deep-seated resentment

92. vituperative: marked by harshly abusive criticism

93. receptive: open to arguments, ideas, or change

94. reluctant: not eager

95. seductive: tending to entice into a desired action or state

96. pernicious: exceedingly harmful

97. ominous: threatening or foreshadowing evil or tragic developments

98. anxiety: a vague unpleasant emotion in anticipation of a misfortune

99. obsequious: attempting to win favor from influential people by flattery

100. domination: power to defeat

101. eager: having or showing keen interest or intense desire

102. emphasize: stress or single out as important

103. persuasive: intended or having the power to induce action or belief

104. pervasive: spreading or spread throughout

105. intentional: done or made or performed with purpose and intent

106. motivated: given incentive for action

107. perceptive: having the ability to understand

109. **unanticipated:** not expected

110. **unprecedented:** novel; having no earlier occurrence

111. **hollow:** devoid of significance or point

112. **superficial:** of, affecting, or being on or near the surface

113. **brash:** offensively bold

114. **brusque:** rudely abrupt or blunt in speech or manner

115. **tactful:** having a sense of what is considerate in dealing with others

116. **passive:** lacking in energy or will

117. **agitated:** physically disturbed or set in motion

118. **apprehensive:** in fear or dread of possible evil or harm

119. **timid:** showing fear and lack of courage

120. **candid:** openly straightforward and direct without secretiveness

121. **console:** give moral or emotional strength to

122. **irate:** feeling or showing extreme anger

123. **inflammatory:** arousing to action or rebellion

124. **inquisitive:** given to questioning

125. **elated:** exultantly proud and joyful; in high spirits

126. **insincere:** lacking the quality of being open and truthful

127. **artificial:** contrived by art rather than nature

128. **novel:** original and of a kind not seen before

129. **rigid:** incapable of or resistant to bending

- | |
|--|
| 131. tentative: hesitant or lacking confidence; unsettled in mind or opinion |
| 132. assertion: a declaration that is made emphatically |
| 133. concern: an anxious feeling |
| 134. despair: a state in which all hope is lost or absent |
| 135. solidarity: a union of interests or purposes among members of a group |
| 136. imprudent: not sensible, responsible, or wise |
| 137. aggravated: made more severe or intense especially in law |
| 138. astonishment: the feeling that accompanies something surprising |
| 139. coarse: lacking refinement or cultivation or taste |
| 140. creative: having the ability or power to invent or make something |
| 141. ecstatic: feeling great rapture or delight |
| 142. fanciful: indulging in or influenced by the imagination |
| 143. hopeful: having or manifesting optimism |
| 144. inspiring: stimulating or exalting to the spirit |
| 145. judgmental: relating to an assessment of a person, situation, or event |
| 146. objective: undistorted by emotion or personal bias |
| 147. urgency: an earnest and insistent necessity |
| 148. condescending: characteristic of those who treat others with arrogance |
| 149. crude: conspicuously and tastelessly indecent |
| 150. lyrical: expressing deep emotion |
| 151. profound: showing intellectual penetration or emotional depth |

153. demure: shy or modest, often in a playful or provocative way

154. earnest: characterized by a firm, humorless belief in one's opinions

155. seemingly: from appearances alone

156. substantiate: establish or strengthen as with new evidence or facts

157. surly: unfriendly and inclined toward anger or irritation

158. vibrant: vigorous and animated

159. admonish: scold or reprimand; take to task

160. befuddled: perplexed by many conflicting situations or statements

161. contemplative: deeply or seriously thoughtful

162. cynical: believing the worst of human nature and motives

163. forlorn: marked by or showing hopelessness

164. haughty: having or showing arrogant superiority

165. negligent: characterized by undue lack of attention or concern

166. pedantic: marked by a narrow focus on or display of learning

167. poignant: keenly distressing to the mind or feelings

168. solemn: dignified and somber in manner or character

169. skeptical: marked by or given to doubt

170. wistful: showing pensive sadness

171. complacent: contented to a fault with oneself or one's actions

172. acerbic: sour or bitter in taste

173. apathetic: showing little or no emotion or animation.

175. **conducive:** tending to bring about; being partly responsible for

176. **despondent:** without or almost without hope

177. **didactic:** instructive, especially excessively

178. **disgruntled:** in a state of sulky dissatisfaction

179. **effusive:** uttered with unrestrained enthusiasm

180. **facetious:** cleverly amusing in tone

181. **gregarious:** temperamentally seeking and enjoying the company of others

182. **laudatory:** full of or giving praise

183. **mercurial:** liable to sudden unpredictable change

184. **quizzical:** perplexed

185. **incisive:** demonstrating ability to recognize or draw fine distinctions

186. **zealous:** marked by active interest and enthusiasm

187. **fervent:** characterized by intense emotion

188. **acrid:** strong and sharp, as a taste or smell

189. **choleric:** characterized by anger

190. **churlish:** having a bad disposition; surly

191. **diffident:** showing modest reserve

192. **fatuous:** devoid of intelligence

193. **histrionic:** characteristic of acting or a stage performance

194. **jejune:** lacking interest or significance or impact

195. **melancholic:** characterized by or causing or expressing sadness

197. **saturnine: bitter or scornful**

198. **supercilious: having or showing arrogant disdain or haughtiness**

199. **unctuous: unpleasantly and excessively suave or ingratiating**

200. **vivacious: vigorous and animated**

AMERICANBOOKSTORE +20155338918

Writing Section

AMERICANBOOKSTORE.COM +201553389184

CLAUSE PUNCTUATION

CLAUSE

dependent clause / independent clause

Independent clause

- ☺ a group of related words that contains a subject and a verb
- ☺ has a complete thought
- ☺ grammatically correct
- ☺ can stand alone

we arrived late.
We missed the train.

dependent clause

- ☺ a group of related words that contains a subject and a verb
- ☺ does not provide a complete thought
- ☺ cannot stand alone
- ☺ marked by a dependent marker word

because we arrived late
After We missed the train

dependent marker word

- ☺ conjunctive word added to the beginning of an independent clause that turns it into a dependent clause
- ☺ **Some common dependent markers are:**

- ★ after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

because we arrived late

After We missed the train

Connecting dependent clause with an independent clause

Dependent clause + comma + independent clause

Because we arrived late, we missed the train .

When you flip over the sentence, you will not need a comma .

We missed the train because we arrived late .

Connecting an Independent clause with another independent clause

using coordinating conjunctions

Independent Clause + (,) + Coordinating Conjunction + Independent Clause

Coordinating conjunctions (FANBOYS) are used to connect independent clauses. There are seven coordinating conjunctions: (fanboys): For / and / nor / but / or / yet / so

We arrived late, so we missed the train.
The teacher speaks, and the students listen .

using semi colon

Independent Clause +; + Independent Clause

We arrived late ; we missed the train .

Using conjunctive adverb (independent marker word)

*Also / consequently / furthermore / however / for example / moreover /
nevertheless / therefore*

Independent Clause + (;) + conjunctive adverb + (,) + Independent Clause

A semi colon (;) or a period (.) **before** the conjunctive adverb.
A comma (,) **after** the conjunctive adverb.

☺ We arrived late ; **therefore** , we missed the train .

☺ I took the medicine ; **however** , I did not feel better .

☺ We arrived late . **therefore** , we missed the train .

☺ I took the medicine . **however** , I did not feel better .

convert the first independent clause into a dependent clause
(by adding a dependent marker before it)

dependent Clause +, + Independent Clause

Because we arrived late, we missed the train .

COMMA SPLICE

- ☹️ A splice means a connection point.
- ☹️ Using a comma to connect two independent clauses.
- ☹️ This is called a comma splice and is incorrect .

Incorrect

We arrived late , we missed the train .

FUSED (RUN ON) SENTENCE

A fused sentence has two independent clauses joined with
no punctuation at all .

Incorrect

We arrived late x we missed the train .

CORRECTING FUSED SENTENCE AND COMMA SPLICE

- ☹️ We arrived late. we missed the train.
- ☹️ We arrived late; we missed the train.
- ☹️ We arrived late, and we missed the train.
- ☹️ We arrived late; therefore, we missed the train.
- ☹️ Because we arrived late, we missed the train.
- ☹️ we missed the train because we arrived late.

COMMA

Use a comma to join two independent clauses with a coordinating conjunction
(Fanboys) (and, but, or, for, nor, yet, so).

☹️ We arrived late, and we missed the train.

1) Use a Comma After Introductions

Introductory clause

Introductory clauses are dependent clauses that provide background information or "**set the stage**" for the main part of the sentence .

Because we arrived late, we missed the train.

(introductory dependent clause +, + main clause)

Introductory clauses start with dependent markers (adverbs) like after, although, as, because, before, if, since, though, until, when, etc.

Introductory phrases

- ☺ Introductory phrases also **set the stage** for the main action of the sentence, but they are not complete clauses.
- ☺ Phrases don't have both a subject and a verb that are separate from the subject and verb in the main clause of the sentence.
- ☺ Common introductory phrases include **prepositional phrases**, **appositive phrases**, **participial phrases**, **infinitive phrases**, and **absolute phrases**.

Placement of a comma When connecting phrases to clauses

infinitive phrase, main clause
Main clause (**no comma**) **infinitive phrase**

- ☺ To catch the train, we should arrive early.
- ☺ We should arrive early to catch the train .

participial phrase, main clause
main clause, **participial phrase**

- ☺ **Arriving early at the train station**, we were able to catch the train .
- ☺ we were able to catch the train, **Arriving early at the train station** .

appositive phrase, main clause
main clause, **appositive phrase**

- ☺ **The second biggest city in Egypt**, Alexandria is located on the Mediterranean .
- ☺ Alexandria is located on the Mediterranean, **The second biggest city in Egypt** .

absolute phrase, main clause
main clause, absolute phrase

Absolute phrase:

subject + participle (present or past) + complement

an absolute Phrase contains both a noun and a participle and is considered a modifier

☺ **The teacher spoken loudly**, we paid attention .

☺ **The teacher speaking loudly**, we paid attention .

☺ We paid attention, **the teacher spoken loudly** .

☺ We paid attention, **the teacher speaking loudly** .

prepositional phrases, main clause
main clause (no comma) prepositional phrases

☺ **At the train station**, we met the rest of our friends.

☺ We met the rest of our friends **at the train station** .

Introductory words

An introductory word is a single word that sits on its own at the beginning of the sentence:

meanwhile	afterward	later	first	finally	generally	still	however	yet
furthermore	basically	yes	no	well	actually	eventually	now	next

☺ **Yes**, I do like creative writing.

☺ **Actually**, I practice for the test every day.

☺ **Generally**, good teachers tend to have a degree in English.

☺ **However**, you may not be satisfied with the results

Do not confuse the subject with the introductory phrase

sometimes the subject of a sentence looks like an introductory element but it isn't.

Do not use a comma in the following cases:

To start a new business without doing market research and long-term planning in advance [x] would be foolish.

SUBJECT

VERB

Extracting the most profit for the least expenditure on labor and materials [x] is the primary goal of a capitalist.

SUBJECT

VERB

2) COMMA IN A LIST OR SERIES

Use a commas to separate three or more words, phrases, clauses or items of a list.

list of more than 2 items

(item + comma + item + comma + and + item)

- ☺ The president promised to lower taxes, protect the environment, reduce crime, and end unemployment.
- ☺ The platter was filled with berries, crackers, and cheese.

3) Commas with:

- Essentials / Non-Essentials
- Restrictive / Nonrestrictive
- Defining / Non defining

USE TWO COMMAS / TWO DASHES / BRACKETS
TO SET OFF NON-ESSENTIALS PHRASES / CLAUSES / WORDS

COMMA NON-ESSENTIAL COMMA

DASH NON-ESSENTIAL DASH

(NON-ESSENTIAL)

FEATURES OF THE NON-ESSENTIAL

- ☺ Non-essential words, clauses, or phrases provide extra information within a sentence.
- ☺ If you remove the non-essential word, clause, or phrase, the meaning of the sentence remains intact and correct meaning wise and grammar wise

NON- ESSENTIAL CLAUSE

W WORD

(WHO / WHICH / WHERE /WHOM EXCEPT FOR THAT)

APPLES, WHICH ARE MY FAVORITE FRUIT, ARE AVAILABLE THE WHOLE YEAR .

My brother, who wears a brown shirt , plays basketball in this club .

NON-ESSENTIAL PHRASE

present participle phrase

Students, **seeking high grades**, should practice every day .

Prepositional phrase

Museums, **with big collections of artifacts**, receive a large number of visitors .

past participle phrase

The statue, **cracked by an earthquake**, needs to be restored .

appositive phrase

My father, **the man in the office**, is the owner of the company .

NON-ESSENTIAL: WORD

☺ The average world temperature, *however*, has continued to rise significantly .

Essential word / clause / phrase

Never use 2 commas to set off essential clause / phrase / word

IF AN ESSENTIAL CLAUSE IS REMOVED, THE REST OF THE SENTENCE IS
incorrect grammar wise and meaning wise

☺ **Essential:** The woman *who interviewed you* is my sister. (clause)

☺ **Essential:** Students *who stay up late at night* only harm themselves. (clause)

☺ **Essential:** The person *checking tickets at the counter* asked for my identity. (phrase)

☺ **Essential:** the movie *kingdom of heaven* is a great international production. (word)

Watch the difference

The successful singer **Michael Jackson** died in 2008.

Essential

The successful singer **Michael Jackson** died in 2008.
The same sentence without the appositive would be:

- ☹️ The successful singer died in 2008.
- ☹️ This sentence alone may be considered incomplete in meaning (too general).
- ☹️ We can't know who that person is.
- ☹️ Therefore, the appositive is an essential part of the sentence,
- ☹️ we don't put commas around it.

Michael Jackson, **the successful singer**, died in 2008.

Non-Essential

The same sentence without the appositive would be:
Michael Jackson died in 2008.

- ☹️ This sentence alone, without any additional explanation, is quite clear
- ☹️ We know who we are talking about.
- ☹️ Therefore, the appositive is not an essential part of the sentence, so we should put commas around it.

☺ Use a comma to separate two coordinate adjectives (exchangeable) that describe the same noun

☺ Don't Use a comma to separate two non-coordinate adjectives (unexchangeable)

He was a **difficult, stubborn** child. (coordinate) **correct**

He was a **stubborn, difficult** child. (coordinate) **correct**

She often wore a **gray wool** shawl. (non-coordinate) **correct no comma needed**

She often wore a **wool gray** shawl. (non-coordinate) **wrong / you can not swap the adjectives**

4) Comma before Tag Question

Commas are used before a tag question which is a reassuring statement of a sentence's overall idea.

☺ They're ready to go, **aren't they?**

☺ He loves you, **doesn't he?**

5) A comma is used with Word Groups that Contradict

Mary ate dinner, **not breakfast**, every day.

Unlike Ivan, Mary ate dinner every day.

6) Commas in Dialogues

Commas are used in the dialog to set off the indirect speech from the direct speech.

☹ I told him, "Don't go there!"

☹ "When we were going there," she said, "we saw thousands of palm trees."

☹ "Please, give me that ball", said the boy.

7) Use a comma in a date.

☹ October 25, 1999

☹ Monday, October 25, 1999

8) Use a comma in a number.

15,000,000

9) Use a comma in a personal title

☹ Pam Smith, MD

☹ Mike Rose, Chief Financial Officer for Operations, reported the quarter's earnings.

10) Use a comma to separate a city name from the state.

West Lafayette, Indiana

Dallas, Texas

Common Mistakes with Commas

1) Commas do not separate two verbs or verb phrases joined by a coordinator.

Incorrect: I cleaned, and painted the box.

Correct: I cleaned and painted the box.

2) Commas do not separate two nouns, noun phrases, or noun clauses which are joined by a conjunction.

Incorrect: My coach, and our board president both sent letters.

Correct: My coach and our board president both sent letters.

3) Don't put commas after "but" "or" "and"

INCORRECT: I didn't like Mary's dinner, but, I ate it

4) Don't join two complete sentences together with only a comma.

Use (, and) or (;) or make **two separate sentences**

INCORRECT: we arrived late at the train station, we missed the train .

CORRECT: we arrived late at the train station, and we missed the train.

CORRECT: we arrived late at the train station; we missed the train .

5) Do not put (a comma) before (**and**) when connecting two clauses if the second clause does not have a subject .
Use only (**and**) which connects two verbs (**compound verb**) .

INCORRECT: Mary ate dinner, **and** returned home.

CORRECT: Mary ate dinner **and** returned home .

6) Don't put commas after the word (**like**) or (**such as**).

INCORRECT: Mary eats foods **such as**, chicken, salad, and toast.

7) Don't use commas to indicate indirect quotations, often beginning with "**that**" or "**which**."

INCORRECT: Robert used to **say, that** he learned to cook before he learned to walk.

8) Don't use a comma to separate the subject from the verb.

INCORRECT: newly graduate students in California , are having hard time finding jobs.

INCORRECT: The most important attribute of a ball player, is quick reflex actions.

AGAIN AND AGAIN

Comma Rules (,) When to Use Commas?

1) Separate a Series of Words

We use commas between words in a series.

Notice that a comma does not follow the last word in the series.

Examples:

- ☺ He was tall, dark, and handsome.
- ☺ Do you want some cakes, candies, or ice cream?

2) Separate a Series of Phrases

Examples:

- ☺ I like reading books, listening to music, watching TV, and studying English.

3) Connect Two Independent Clauses

We use commas to separate two complete statements.

Examples:

- ☺ It's an old car, but it's very reliable.
- ☺ I was feeling hungry, so I made myself a sandwich.
- ☺ He walked all the way home, and he shut the door.

4) Set off Introductory Phrases or Clauses

We use a comma to separate an introductory element from the rest of the sentence.

- ☺ Having finally arrived in town, we went shopping.
- ☺ As the day came to an end, the fire fighters put out the last spark.
- ☺ Talking with her, you'd try to head off your happy marriage.

5) After introductory Words that Introduce a Sentence

Examples:

- ☺ Well, I'm not going home on foot, at any rate.
- ☺ Hey, don't tell me what to do.
- ☺ Yes, I'll be there. Thanks for reminding me.

6) Separate the Parenthetical Elements

A parenthetical element adds extra information and can be removed from the sentence without changing the meaning of the sentence.

Examples:

- ☺ Football, which is a popular sport, is very good for health.
- ☺ My grandmother, old and sick, never goes out of the house.
- ☺ We visited Sydney Opera House, Australia, last week.

7) Separate Coordinate Adjectives

We place commas between adjectives if two or more adjectives modify a noun in the same way.

These are called coordinate adjectives whose order can be reversed

Example:

- ☺ They are energetic, confident workers

8) Separate the Quoted Parts

Examples:

- ☺ He asked, "Do you want to go with me?"
- ☺ The teacher asked, "Do you love English?"
- ☺ "I don't think you should do that," he said.

9) Set off Phrases to Express Contrast

We also use commas to set off contrasting expressions beginning with not, but...

Examples:

- ☺ Money is a good servant, but a bad master.
- ☺ The golden age is before us, not behind us.

10) Avoid Confusion

We also add a comma in some cases to make a sentence clear.

Examples:

- ☺ For most, the year is already finished.

11) Set off Expressions that Interrupt the Sentence Flow

Examples:

- ☺ On the other hand, many women choose to go out to work.
- ☺ We all tried our best. However, we lost the game.

12) Separate Dates, Years, Addresses...

Examples:

- ☺ We will meet Friday, July 15.
- ☺ I was born in August 26, 2001.
- ☺ The White House is located at 1600 Pennsylvania Ave NW, Washington, DC 20500.

13) Separate a Statement from a Tag Question

We use this punctuation mark to set off a **tag question** which is used at the end of the statement to ask for confirmation.

- ☺ Let's take the next bus, shall we?
- ☺ We have never seen that, have we?
- ☺ You're moving to London, are you?

Semicolon

When To Use a Semicolon?

1) When you want to make the gap between two sentences

When two sentences are linked very closely.

For example:

- ☺ Give me a call after lunch; we will discuss all the details then.

2) When you introduce a new complete sentence with words such as however, nevertheless, therefore, for example, etc.

Remember to put a comma after the word or phrase that introduces your new sentence.

For example:

- ☺ Jeremy has never been a problematic child; however, his mother kept acting surprised when he behaved well.
- ☺ Lucy doesn't pay enough attention to her university studies; for example, instead of preparing for her big exam, she usually goes to a club.

3) When you separate units in a list, with units already 'commas

Sometimes you might have a list where one or more units have commas. Adding even more commas will make things very complicated, and the sentence might stop making sense for the reader. So, you will need to separate units by semicolons.

For example:

- ☺ Martha could go on for hours about her trips to Rome, Italy; Madrid, Spain; Ottawa, Canada; and Athens, Greece.

4) When you use a connector, such as but, and, or, between two independent clauses

when you have independent clauses, if you already have commas in the first clause, you might want to separate it from the second clause by a semicolon.

For example:

this rule is odd and rare

- ☺ Tony has loved everything about Italy, from food to architecture, since he was a small child; but he is yet to visit Rome.

5) When you have two sentences connected by a connector and a comma

An alternative to a comma and a connector, such as and, but, or, nor, etc, is using the punctuation mark.

Just remember that you are replacing both the comma and the connector with a semicolon, not just the comma.

For example:

- ☺ Tom likes to go out with his friends and drink all night long, and Maria prefers to stay at home with a good book and quiet music.

can be turned into:

- ☺ Tom likes to go out with his friends and drink all night long; Maria prefers to stay at home with a good book and quiet music.

DO NOT USE SEMI COLON

1) Don't use semi colon if you have a dependent clause before an independent clause

If you have a dependent clause in a sentence, don't use a semicolon.

For example:

- Even though Jack ran as fast as he could; he still couldn't outrun Ryan and ended up finishing second. (Incorrect)
- Even though Jack ran as fast as he could, he still couldn't outrun Ryan and ended up finishing second. (Correct)

2) Don't capitalize words after a semicolon

Though they have their similarities, a semicolon isn't a full stop.

For example:

- ☹ I have been waiting for this day for over a year; Finally, it has arrived. (Incorrect)
- ☺ I have been waiting for this day for over a year; finally, it has arrived. (Correct)

Colon When to use a colon?

1) After an independent clause and before

- ☺ a list
- ☺ an appositive (a noun or noun phrase that renames a noun)
- ☺ a quotation

2) Between independent clauses if the second summarizes or explains the first.

3) A colon is often used before a list or series

Example

- ☺ I have only a few things on my bucket list: visiting New Zealand, learning to quilt, and having my brain transplanted to a younger body.

4) Before appositives

Example

- ☺ You know there's one thing I could really use this winter: a remote car-starter.

5) Before quotation marks

example

- ☺ Shakespeare said it best: "To thine own self be true."

6) Between independent clauses when the second clause explains the first

example

☹ **Life is like a puzzle: half the fun is in trying to work it out.**

7) Do not use a colon between a verb and its object or complement

Example

☹ **The very best peaches are: those that are grown in the great state of Georgia. (Incorrect)**

8) Do not use a colon between a preposition and its object

Example

☹ **My favorite cake is made of: carrots, flour, butter, eggs, and cream cheese icing. (Incorrect)**

9) Do not use a colon after “such as,” “including,” “especially,” and similar phrases.

This violates the rule that the material preceding the colon must be a complete thought. Look, for example, at the following sentence:

Example

☹ **There are many different types of paper, including: college ruled, wide ruled, and plain copy paper. (Incorrect)**

Dash

When To Use an Em Dash?

1) Use an em dash instead of parentheses

When you have parentheses in the middle of the sentence, you need to use two em dashes, omitting the surrounding punctuation.

- ☹ **When the teacher found all the grammar mistakes (more than ten on a single page) in Jimmy's homework, he had to give him an F.**
- ☹ **When the teacher found all the grammar mistakes—more than ten on a single page—in Jimmy's homework, he had to give him an F.**

2) Use an Em dash instead of a colon

To put emphasis on the conclusion of the sentence, using a long dash is a good idea.

An example of a long dash in place of a colon would be the following:

- ☹ **My city has everything: warm water, sandy beaches, and delicious food.**
- ☹ **My city has everything—warm water, sandy beaches, and delicious food.**

3) Use an Em dash with appositives

An appositive is extra information that is included for clarification. The use of commas is very common to set off appositives but, if an appositive already contains commas, adding even more of them would be very confusing for the reader.

A great alternative to commas, in this case, are em dashes.

For example:

- ☹ **All three of us—Melissa, Shelly, and I—went to the same university.**

4) Use an Em dash with change of thought

It is an informal way in creative writing

example

☹️ **Would you bring me the—oh, never mind.**

5) Before a final explanation

Example

☹️ **Richard spent four months tracking the Australian elephant—the most elusive animal he had ever studied.**

6) Use an EM dash before introductory elements

example

☹️ **Tsunamis, typhoons, and tornadoes—these are a few of my favourite things.**

7) Use an EM dash around parenthetical information

Example

☹️ **After a brief negotiation, the union leaders—to everyone's surprise—called off the general strike**

General Rules

Don't use any punctuation after **such as / like / including when they introduce a list or explanation**

Incorrect: When I tried frog legs for the first time, it tasted like: chicken.

Correct: When I tried frog legs for the first time, it tasted like chicken.

Such as
when used correctly it cannot be followed by a comma

I have lots of errands today, **such as** the bank, the movies, and the doctor.

Which
relative clauses like "which" are used for extra information. **(comma is needed)**

PAM wants to go to **the beach**, which **is way far from her neighborhood**.

THAT
relative clauses like "that" are used for extra information

PAM wants to go to **a beach** that **is way far from her neighborhood** .

Do not use a comma before or after a preposition

Exception: when the preposition is a part of a non-essential phrase

Incorrect: She was waiting **at**, the train station .

Incorrect: She was waiting , **at** the train station .

correct: She was waiting **at** the train station .

Correct: Students , **at the train station** , are expected to arrive late

Summary

A clause is a group of words that contains a subject and a verb.
An independent clause can stand alone as a complete sentence.
A dependent clause will not stand alone.

Independent

Heavy rain makes freeway driving a challenge.

Independent ; independent

Writing is difficult; it takes a lot of effort.

Independent ; therefore , independent

however
in addition
nonetheless
indeed
in fact
nevertheless
then
consequently
furthermore
moreover

Montana's annual rainfall is below average; moreover, temperatures are warmer.

Independent clause , but independent

or
yet
for
and
nor
so

Four inches of snow fell in two hours, yet many drivers refused to put on chains.

After
Although
As (As if)
Because
Before
If
Since
Unless
Until
When(ever)
Whereas
While

dependent , independent

After we moved the furniture, we cleaned the carpets.

While I read the newspaper, my children ate breakfast.

Independent

after
although
as (as if)
because
before
if
since
unless
until
when(ever)
whereas
while

dependent

We cleaned the carpet **after** we moved the furniture.

My children ate breakfast **while** I read the newspaper.

- Use commas before and after an **insertion** or **interruption** (**non-essential** or **non-restrictive** element) in a sentence/independent clause.

Start of Independent clause , **insertion** , end of independent clause.

Roast leg of lamb, **one of my favorite dinners**, is not part of a heart healthy diet.

Donuts—**a guilty sin**—are not part of a heart healthy diet.

Some people, **it seems**, like to procrastinate.

Mary Olsen, **the officer**, left the building at 1:19 P.M.

An independent clause **or** sentence will remain intact if insertion is removed

- Use a comma after an **introductory element or a lead-in** that introduces a sentence/independent clause.

introductory phrase/word

independent

Prepositional phrases

However

Therefore

Unfortunately

After my chemistry class, I have an hour break.

Therefore, I will have time to eat lunch.

Angie is afraid of heights. However, she chose to peek over the edge of the cliff.

- Use a comma in a series of three or more elements (words, phrases, or clauses) that match in grammatical form and are of equal importance in a sentence.

Marriage requires ethical, financial, and emotional discipline.

The law requires that we stop at red lights, signal before turns, and slow down in school zones.

- **Quotations:**

“Education is the best provision for old age,” **wrote Aristotle**.

Aristotle wrote, “Education is the best provision for old age.”

“Education,” **wrote Aristotle**, “is the best provision for old age.”

He asked, “When do the visitors from Japan arrive?”

- **Dates:**

February 2010

February 10, 2010

Wednesday, February 10.

People arrived on Wednesday, February 10, 2010, to learn about commas.

- **Places and Addresses:**

My family settled in Butte, Montana, before I was born.

I wrote to Ms. Rachel Salter, 650 Pine Road, Missoula, MT 59801.

- Use a colon after an independent clause to introduce related material or to introduce a list.
- Do not use after are, include/including, or such as.

The lunch menu offered a variety of choices: soup, sandwiches, quiche, and salads.

I love any kind of seafood: scallops, shrimp, crab, or lobster.

This is the last straw: you're fired.

AMERICANBOOKSTORE +201553309184

The phrase

- ☺ A phrase is a group of related words within a sentence that complements the overall structure of sentence
- ☺ A phrase lacks both the subject and the object. Hence, a phrase cannot stand alone to give complete meaning.
- ☺ A phrase can act as a noun, an adjective, a preposition or an adverb
- ☺ The function of a phrase depends upon its construction and place in a sentence
- ☺ Depending upon its function in a sentence, phrases are divided into various types: Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, Gerund Phrase, Infinitive Phrase and Absolute Phrase

The underlined groups of words in the following sentences are phrases.

1) NOUN PHRASE

- ☺ A phrase that acts like a noun in the sentence is called a Noun Phrase.
- ☺ It contains a noun & other associated words (usually determiners & modifiers) which modify the noun.
- ☺ A noun phrase comprises of a noun as a head-word and other related words (determiners & modifiers) may come before or after the noun.
- ☺ The entire phrase serves as a noun in a sentence.

Noun Phrase = noun + modifiers (or determiners)

- ☺ They hired a huge beautiful home. (as noun: object)
- ☺ She bought a decent black shirt. (as noun: object)
- ☺ One of our close relatives never drinks coffee. (as noun: subject)
- ☺ A woman in the window shouted for help. (as noun: subject)

2) PREPOSITIONAL PHRASE

- ☺ A phrase comprising a preposition and object of preposition (noun or pronoun) is called a prepositional phrase.
- ☺ It may also contain other modifiers.
- ☺ **e.g.** near a wall, on a table, in the room, under a tree, at the door
- ☺ A prepositional phrase has a noun or pronoun which is called the object of a preposition.

The kids were laughing **at the joker**.
He is sleeping **on the carpet**.
The teacher looked **at the black board**.
He drives the car **in a high speed**.
He always speaks **in a loud voice**.

prepositional phrase + (comma) + clause

clause + (no comma) + prepositional phrase

At the end of the path, we found the cave.
We found the cave **at the end of the path** .

3) ADJECTIVE PHRASE

A phrase that acts like an adjective in a sentence is called an adjective phrase. Like an adjective, it modifies (adds to meaning of) a noun or a pronoun. It comprises of adjectives, modifiers and other words modifying the noun or pronoun.

- ☺ A kid **on the roof** is looking at the sky. (modifies noun: kid)
- ☺ She bought **a beautiful brown** chair. (modifies noun: chair)
- ☺ A lady **with long hair** is walking in the garden. (modifies noun: lady)
- ☺ She gave me a **cup full of tea**. (modifies noun: cup)

4) ADVERB PHRASE

A phrase that acts like an adverb in a sentence is called adverb phrase.

Like an adverb, it modifies (add to meaning of) a verb or other adverb in the sentence. It contains an adverb and other words (i.e. noun, preposition, modifiers) which, as a whole, act as an adverb phrase.

- 😊 He drives a car **in a very high speed**. (modifies verb: drive)
- 😊 The racer was running **very fast**. (modifies verb: run)
- 😊 She always speaks **in a respectful way**. (modifies verb: speak)
- 😊 They walked **along the wall**. (modifies verb: walk)
- 😊 She welcomed the guests **in a nice way**. (modifies verb: welcome)
- 😊 He stayed at college **for a few hours**. (modifies verb: stay)
- 😊 The kid sat **beside her mother**. (modifies verb: sit)

5) VERB PHRASE

A verb phrase is the group of main verbs and helping verbs (auxiliaries) within a sentence.

- 😊 She **is writing** a letter .
- 😊 He **has taken** his annual exam.
- 😊 Students **must reach** in time for the class.
- 😊 They **have been playing** game since morning.
- 😊 She **is waiting** for someone.

6) INFINITIVE PHRASE

An infinitive phrase contains an infinitive (to + base form of verb) and modifiers or other related words linked to the infinitive

An infinitive phrase will always act as a noun, an adjective or adverb in the sentence.

- 😊 I like **to drive** a car. (As noun)
- 😊 **To get success in exam** is an ambition of every student. (As noun)
- 😊 Government made a plan **to help the poor**. (As adjective modifying noun: plan)
- 😊 She sang a song **to please the audience**. (As adverb modifying verb: sing)
- 😊 The joker danced **to entertain the people**. (As adjective modifying noun: dance)

Infinitive phrase + (comma) + clause

clause + (no comma) + infinitive phrase

- 😊 **To get a front seat** , you should come early. (correct)
- 😊 You should come early **to get a front seat**. (correct)
- 😊 You should come early , **to get a front seat**. (incorrect)

7) GERUND PHRASE

A gerund phrase is a group of a gerund (verb + ing), modifiers and other related words linked to the gerund.

A gerund phrase functions as a noun in the sentence.

- ◆ I enjoy **listening to the music**. (As noun/as object)
- ◆ He started **writing the letter**. (As noun/as object)
- ◆ **Walking in the sun** affects sensitive skin. (As noun/as subject)
- ◆ **Crying of a baby** disturbed me a lot. (As noun/as subject)

When the gerund acts like a subject, it has to be followed by a verb.

Sleeping early enables my body to get enough rest .

8) PRESENT PARTICIPLE PHRASE

A present participle phrase is a group of a present participle (verb + ing), modifiers and other linked words.

A present participle phrase is punctuated by a comma or commas.

It always acts as an adjective (modifying a noun) in a sentence.

The students, **raising their hands**, need extra page.

(modifies noun: students)

(comes as a non-essential in the middle of a clause)

She got a mail, **mentioning about her exam**.

(modifies noun: mail)

(comes at the end of the clause named delayed modifier or delayed introductory)

Following the advice of his parents, Michel managed to join a good college

(modifies noun: Michel) (comes before the clause and named modifier or introductory)

Present participle phrase + (comma) + clause

clause + (comma) + Present participle phrase

☺ **Following the advice of his parents**, Michel managed to join a good college.

☺ Michel managed to join a good college, **following the advice of his parents** .

9) PAST PARTICIPLE PHRASE

A past participle phrase is a group of a past participle (verb + ed or the irregular form), modifiers and other linked words.

A past participle phrase is punctuated by a comma or commas.

It always acts as an adjective (modifying a noun) in a sentence.

Students, **born after 2000**, need extra care.

(modifies noun: students)

(comes as a non-essential in the middle of a clause)

She got a mail few weeks ago, **mentioned that she got accepted in the college**.

(modifies noun: mail)

(comes at the end of the clause named delayed modifier or delayed introductory)

Followed the advice of his parents, Michel managed to join a good college

(modifies noun: Michel) (comes before the clause and named modifier or introductory)

past participle phrase + (comma) + clause

clause + (comma) + past participle phrase

☹️ **Born in 1970, in Boston**, Michel managed to have his name among the top artists.

☹️ Michel managed to have his name among the top artists, **born in 1970, in Boston**.

10) ABSOOLUTE PHRASE

- ☺ Absolute phrase is also called a nominative phrase.
- ☺ It consists of a noun or a pronoun, a participle and linked modifiers.
- ☺ It modifies (tells more about) the sentence.
- ☺ It looks like a clause but lacks true finite verb.
- ☺ It is separated by a comma in a sentence.

Noun or pronoun + present or past participle + complement

Absolute phrase can come before the clause

Absolute phrase can come after the clause

Absolute phrase can come in the middle of the clause

absolute phrase + (comma) + clause

clause + (comma) + absolute phrase

The wind blowing violently, the desert people stayed in their tents .

The document written correctly, we managed to copy it .

She is looking happy, her face expressing a shine of happiness.

He, having books in his hand, was going to college.

11) Appositive phrase

- ◆ appositive phrase is a noun or noun phrase that renames, modifies, or amplifies another noun besides it.
- ◆ This phrase can be short or long.
- ◆ It always appears after the word it identifies or explains.
- ◆ It is always a noun phrase or pronoun phrase.

Our teacher, **Professor Lamanna**, loves grammar.

☺ We can say that "Professor Lamanna" is an appositive or is in apposition to "our teacher." "Professor Lamanna" identifies or explains "teacher."

Restrictive (essential) Appositives

- ☺ A restrictive appositive is necessary to maintain the meaning of the sentence and does not require commas.
- ☺ a restrictive appositive is a single word closely related to the preceding word.
- ☺ It "restricts" or narrows the meaning of the word it modifies

☺ The musician **Harry Connick** will come to Champaign.

☺ The band **The Four Cats** is performing at the Palace tonight.

☺ The movie **Green Book** won the award for best picture.

☺ The author **Victor Hugo** was born in France.

Nonrestrictive(non-essential) Appositive

- ☺ A nonrestrictive appositive may be omitted without changing the basic meaning of the sentence.
- ☺ A nonrestrictive appositive is separated by commas.
- ☺ Commas are always used when the word which the appositive modifies is a proper noun

☺ Harry Connick, **the musician**, will come to Champaign.

☺ Amanda, **my friend**, is on the honor roll again.

☺ **The four cats**, **a well known band**, is performing at the Palace tonight.

☺ My sister, **a French teacher**, studied abroad in France during high school.

Do Not Confuse Gerunds with Present Participles

- ♥ Not every word which ends *-ing* is a gerund.
- ♥ **Present participles** also end *-ing*.

For example:

Eating a banana an hour before lunch **can** help .

This is a gerund phrase used as a subject. It needs a verb .

Eating a banana with one hand, he suddenly looked up .

This is a **participle phrase**. It is used as an adjective and does not have a verb.

The gorilla **is eating** a banana with one hand .

This is a present participle used to form the **present continuous tense**.

Applied examples from Recent

The prosperity of exoduster settlements depended on the yields of their farms. **9** Eventually, harvests in Nicodemus grew, which allowed residents to purchase lumber for their houses and attracted **10** banks, grocery stores, and other businesses. But the challenges of small-scale farming, **11** exacerbated and made worse by economic volatility, slowed the Great Exodus. By the twentieth century, Nicodemus had stopped growing, with many businesses moving away, and other exoduster communities had disappeared altogether. As settlers left

10

- A) NO CHANGE
- B) banks, grocery, stores
- C) banks; grocery stores,
- D) banks; grocery stores

CHOICE A	correct	List items separated by commas. then , and before last item
CHOICE B	wrong	Grocery stores is one item
CHOICE C	wrong	Semi colon has to be followed by independent clause
CHOICE D	wrongt	Semi colon has to be followed by independent clause

[1] Hume was part of a team of paleontologists that employed 3-D laser scanning to produce high-resolution images of each bone from two nearly complete dodo specimens. [2] The team used the images to reconstruct a more streamlined model of dodo skeletal structure; they also evaluated the individual bone images. [3] Hume noted that the robust kneecaps of *R. cucullatus*, along with its thick leg bones and broad **15** pelvis would have provided **16** them with the strength and

15

- A) NO CHANGE
- B) pelvis—
- C) pelvis;
- D) pelvis,

CHOICE A	wrong	fragment
CHOICE B	wrong	Long dash does not introduce an explanation. Does not form non-essential with the comma
CHOICE C	wrong	Semi colon has to be followed by a subject and a verb. No subject
CHOICE D	correct	When you see a comma after the subject, expect a comma before the verb to form a non-essential Choice D introduces a comma before the verb and forms the non-essential

level than those found in private-sector jobs. VISTAs are typically not hired to offer direct services such as delivering **28** food, rather they use their talents on big-picture initiatives such as building the capacity and improving the financial health of the organizations that employ them. Dyson enthusiastically **29** explains that: her role at the farmers' market involves, "enhancing the organization's reach and visibility" as well as "increasing and diversifying financial and in-kind resources."

28

- A) NO CHANGE
- B) food, rather,
- C) food; rather,
- D) food, rather:

CHOICE A	wrong	Comma between two clauses. comma splice
CHOICE B	wrong	Wrong introduction of non-essential. preference transition rather is essential
CHOICE C	correct	Rather between two clauses is a conjunctive adverb. it has to be preceded by semi colon and followed by a comma
CHOICE D	wrong	Colon after rather and comma before it turns it to be fragment

any category. The experience of Meghan **38** Nemes a
 zookeeper at Capron Park Zoo in Attleboro, Massachusetts,
 shows how seriously zookeepers take their work.
 “When my animal gets stressed, I get stressed,” she says.
 This leads her to think constantly about how she can make

38

- A) NO CHANGE
- B) Nemes;
- C) Nemes—
- D) Nemes,

CHOICE A	wrong	Fragment Comma before the verb Incomplete non-essential
CHOICE B	wrong	Semi colon is preceded by fragment It should be preceded by a complete sentence (subject + verb)
CHOICE C	wrong	Long dash is preceded by fragment It should be preceded by a complete sentence (subject + verb)
CHOICE D	correct	Once you encounter a comma after the subject, look for a choice that introduces a comma before the verb in order to form non-essential and the vice versa A zookeeper Massachusetts Is non-essential and should be set off by two commas

Currently, only two power plants use **16** CAES; one in McIntosh, Alabama, and another in Huntorf, Germany. The McIntosh power plant can produce up to 110 megawatts of electrical **17** power, the German plant

16

- A) NO CHANGE
- B) CAES. One
- C) CAES: one
- D) CAES, one:

CHOICE A	wrong	Semi colon is followed by fragment It has to be followed by a complete sentence
CHOICE B	wrong	Sentence is fragment and does not have a verb
CHOICE C	correct	Colon has to follow a complete sentence and has to introduce an explanation
CHOICE D	wrong	Colon has to follow a complete sentence and has to introduce an explanation We have fragment before the colon

One example of a successful landfill **7** park, is Freshkills, a space on the coast of Staten Island, New York, that was once a 2,200-acre dump. The park offers many recreational opportunities largely unavailable in the

7

- A) NO CHANGE
- B) park is
- C) park is,
- D) park is:

CHOICE A	wrong	<p>One example of a successful landfill park is the subject Is here is the verb There cannot be a comma between the subject and the verb</p>
CHOICE B	correct	<p>There should be no commas between the subject and the verb</p>
CHOICE C	wrong	<p>There should not be any punctuation between the verb and the object</p>
CHOICE D	wrong	<p>There should not be any punctuation between the verb and the object There should be a complete sentence before the colon</p>

USPS: You Can Bank On It

In 2014 the Office of Inspector General of the United States Postal Service (USPS) released a report containing a surprising **23** recommendation: post offices should offer their customers banking services such as refillable debit cards, check cashing, and **24** offering small loans.

23

- A) NO CHANGE
- B) recommendation post offices should offer;
- C) recommendation, post offices should offer
- D) recommendation—post offices should offer;

CHOICE A	correct	Colon is introducing an explanation (surprising recommendation) Colon is preceded by a complete sentence
CHOICE B	wrong	Run on No punctuation between the two sentences
CHOICE C	wrong	Comma splice Comma between 2 complete sentences
CHOICE D	wrong	Long dash acts like the colon Long dash comes after complete sentence and introduces an explanation But Comma after offer between the verb and object is wrong

Questions 34-44 are based on the following passage.

Where Do the Parthenon Sculptures Belong?

In 1801 British nobleman Thomas Bruce, the Earl of Elgin, arrived in Athens, Greece, to document the beautiful marble sculptures that decorated the Parthenon, a temple built in the fifth century BCE. Elgin arrived with a permit from officials of the Ottoman Empire, which then occupied **34** Greece. Granting him permission to make drawings and casts of the sculptures; the permit also allowed him to “take away any pieces of stone with inscriptions or figures.” After

34

- A) NO CHANGE
- B) Greece, granting
- C) Greece, it granted
- D) Greece and granting

CHOICE A	wrong	Second clause is fragment
CHOICE B	correct	Clause + non-essential + delayed present participle phrase
CHOICE C	wrong	Comma splice Comma between 2 complete sentences
CHOICE D	wrong	No parallel Two fragment sentences

sacrifice for the job. Siobhán McCann, another zookeeper at Capron Park Zoo, exemplifies this **41** disposition, she says she is comfortable working weekends and holidays to care for the zoo's animals.

42 On top of interacting with the zoo's visitors, zookeepers perform physically demanding tasks and often

41

- A) NO CHANGE
- B) disposition; she says,
- C) disposition, she says,
- D) disposition: she says

CHOICE A	wrong	Comma splice
CHOICE B	wrong	She says + , (fragment)
CHOICE C	wrong	Comma splice Second clause is fragment
CHOICE D	correct	Clause + : + explanation

Questions 34-44 are based on the following passage and supplementary material.

A Ray of Sunshine for the US Economy

The solar-power industry in the United States has seen dramatic growth during recent years as energy consumers have sought to become more self-sufficient, diminish their environmental **34** impact. And lowering their energy bills. As a result of increased demand for

34

- A) NO CHANGE
- B) impact, plus they can lower their
- C) impact—with lower
- D) impact, and lower their

CHOICE A	wrong	Fragment clause with no verb
CHOICE B	wrong	Comma splice
CHOICE C	wrong	Dash before a preposition No non-essential
CHOICE D	correct	Become .. diminish ... lower parallel

Despite these setbacks, Loorya and her team eventually began to uncover some interesting artifacts. In 2012, the team discovered a foundation wall, a network of wooden pipes, and several well bases dating to the eighteenth century. In August 2013, the archaeologists discovered thousands of objects in a single fifteen-foot stretch that was likely a garbage disposal **40** site. Including buttons from Revolutionary War uniforms, clay pipes, and an imported mineral water bottle from Germany.

40

- A) NO CHANGE
- B) site, among these were
- C) site, including
- D) site; including

CHOICE A	wrong	Second clause is fragment missing a verb
CHOICE B	wrong	Comma before a preposition
CHOICE C	correct	, including Delayed present participle phrase or a modifier
CHOICE D	wrong	Second clause is fragment missing a verb

DANGLING AND MISPLACED MODIFIERS

- ♥ **A modifier** is a word, phrase, or clause that clarifies or describes another word, phrase, or clause.
- ♥ Sometimes writers use modifiers incorrectly.
- ♥ The two common types of modifier errors are called **misplaced modifiers** and **dangling modifiers**
- ♥ **Dangling** and **misplaced** modifiers can make your sentence ambiguous—in other words, the meaning could be unclear.

A misplaced modifier is a modifier that is placed too far from the word or words it modifies. Misplaced modifiers make the sentence awkward

Incorrect: The patient was referred to the physician **with stomach pains**.

Correct: The patient **with stomach pains** was referred to the physician.

The incorrect sentence reads as if it is the physician who has stomach pains! What the writer means is that the patient has stomach pains.

A dangling modifier is a word, phrase, or clause that describes something that has been left out of the sentence. When there is nothing that the word, phrase, or clause can modify, the modifier is said to dangle.

Incorrect: *Walking home at night*, the trees looked like spooky aliens.

Correct: *walking home at night*, John felt that the trees looked like spooky aliens.

In the incorrect sentence walking home at night is dangling. Who is walking home at night? John.

A present participle (-ing form) at the beginning of a sentence is often made to be dangling.

Although these forms are technically Verb Modifiers (more on these shortly), they still need a noun subject that makes sense.

Wrong: **Using the latest technology**, the problem was identified.

Wrong: The problem was identified, **using the latest technology**.

The modifier using the latest technology needs to refer to someone who used the technology.

To correct this issue, we insert a reasonable noun as the subject of using.

Right: **Using the latest technology, the engineer** identified the problem.

Right: **The engineer** identified the problem, **using the latest technology**.

Notice that you can move the using phrase to the end of the sentence

Watch Out for Possessives

Misplaced modifiers sometimes appear in sentences that have possessive nouns (nouns that end in 's or s').

Wrong: **Unskilled** in complex math , **Bill's score** on the exam was poor.

Right: **Unskilled** in complex math, **Bill** did not score well on the exam.

Here, the modifier unskilled in complex math should describe Bill .

As it stands, the sentence is saying that Bill's score itself is unskilled in math. This meaning is not what the author intended.

To solve the problem, we should replace the possessive Bill's score with Bill.

Put **COMMAS** between **NON-ESSENTIAL** modifiers and their nouns.

Put **NO COMMAS** between **ESSENTIAL** modifiers and their nouns.

If you have a choice between **which** and **that**, then follow this general rule:

Use **WHICH** (and commas) if the modifier is non-essential.

Use **THAT** (and no commas) if the modifier is essential.

Non-essential:

This house, **WHICH HAS BEEN RECENTLY PAINTED RED**, is owned by the Lees.

Essential:

The house **THAT HAS BEEN PAINTED RED** is owned by the Lees.

Which vs. the Present Participle -ing

Wrong: **Crime** has recently decreased in our neighborhood. **WHICH** has led to a rise in property values.

☹️ What you want to say is that the recent decrease in crime has led to a rise in property values. However, **whenever you use which, you must be referring to a noun**

☹️ **the noun that comes just before the which.**

☹️ Here, **the neighborhood** itself has not led to anything!

Use **WHICH** only to refer to the noun immediately preceding it-never to refer to an entire clause.

Right: The recent decrease in crime in our neighborhood **has led** to a rise in property values.

Right: Crime has recently decreased in our neighborhood, **leading** to a rise in property values.

DANGLING AND MISPLACED MODIFIERS

DANGLING MODIFIERS

- ☹️ A dangling modifier has no concrete or logical referent in the sentence to which it can attach itself and therefore is said to dangle (it has nothing to modify).
- ☹️ Most dangling modifiers are verb phrases that are not attached to the intended subject
- ☹️ Dangling modifiers appear at the beginning of a sentence in an opening clause.
- ☹️ In this case, the subject should be the first thing that comes after the comma of the opening clause.
- ☹️ This “subject,” however, is illogical even though the sentence is usually understood

1) DANGLING PRESENT PARTICIPLE

- ☹️ **Walking down the street, the sky was a brilliant blue.**
- ☹️ **Rewrite: Walking down the street, I noticed the sky was a brilliant blue.**
- ☹️ **Rewrite: While I was walking down the street, the sky was a brilliant blue.**

Grammatically, the first sentence implies that the sky was walking down the street, and this is clearly not the writer's intention.

2) DANGLING PAST PARTICIPLE

- ☹️ **Shocked by the gravity of the situation, something had to be done.**
- ☹️ **Rewrite: Shocked by the gravity of the situation, they knew they had to do something.**

Here, one could interpret from the first sentence that something is shocked by the gravity of the situation.

3) DANGLING INFINITIVE

- ☹️ **To complete the survey properly, the form must be signed and sealed in the provided envelope.**
- ☹️ **Rewrite: To complete the survey properly, participants must sign and seal the form in the provided envelope.**

The form is obviously not the one completing the survey.

4) DANGLING PERFECT PARTICIPLE PHRASE

- ☹️ **After having danced all night, it was late, and no restaurants were open.**
- ☹️ **Rewrite: After having danced all night, they realized it was late and no restaurants were open.**

TRICK: When the independent clause begins with **there is, there are** or an ambiguous **it**, dangling is inevitable.

Rewrite the sentence to avoid these constructions.

5) DANGLING PREPOSITIONAL PHRASES

- ☹️ **Like a kid in a candy store, his eyes were bulging at the sight of all they had to offer.**
- ☹️ **Rewrite: Like a kid in a candy store, he was so thrilled that his eyes were bulging at the sight of all they had to offer.**

His eyes were clearly not like a kid in a candy store, though that is how the sentence is grammatically understood.

6) DANGLING APPOSITIVES

- ☹️ **An expert in the field, the professor's work was the focus of the conference.**
- ☹️ **Rewrite: An expert in the field, the professor was the keynotes speaker and his work was the focus of the conference.**

MISPLACED MODIFIERS

☹️ They are like dangling modifiers in that **they attach themselves to an illogical subject**

☹️ they are **not always found in opening clauses**; misplaced modifiers can be found anywhere in a sentence.

1) MISPLACED ONLY

☹️ I have only eaten one sandwich this week.

☹️ Rewrite: **I have eaten only one sandwich this week.**

This sentence suggests that all I have eaten this week is one sandwich.

The sentence below suggests that I have eaten **no more than one sandwich this week.**

2) MISPLACED RESTRICTIVE CLAUSE

☹️ **She put the sparkly red stilettos on her feet that she bought in Oz.**

☹️ Rewrite: **She put the sparkly red stilettos, which she bought in Oz, on her feet.**

This first sentence suggests that she bought her feet in Oz.

3) MISPLACED PRESENT PARTICIPLE

☹️ **The teacher** was strict on **students using detention as a means of discipline.**

☹️ Rewrite: **The teacher, using detention as a means of discipline, was strict on students.**

This sentence implies that it was in fact the students who were using detention as a means of discipline.

4) MISPLACED PAST PARTICIPLE

☹️ They did their homework, aided by their parents.

☹️ Rewrite: Aided by their parents, they did their homework.

The first sentence implies that the homework was aided by their parents, instead of the children being aided by their parents for their homework.

5) MISPLACED PERFECT PARTICIPLE PHRASE

☹️ Barbie and Kelly went to see the doctor having had the day off work.

☹️ Rewrite: Barbie and Kelly, having had the day off work, went to see the doctor.

The first sentence indicates that the doctor had the day off work.

6) MISPLACED PREPOSITIONAL PHRASES

☹️ The child raced up the magical maroon tree with his eyes full of adventure.

☹️ Rewrite: The child, with his eyes full of adventure, raced up the magical maroon tree.

The word order suggests that the tree has eyes that are full of adventure.

7) MISPLACED APPOSITIVES

☹️ The car's engine, a high-class automobile, has a great deal of horsepower.

☹️ Rewrite: The car, a high-class automobile, has a great deal of horse power

This implies that the engine is a high-class automobile.

Possessing less wealth than settlers from Europe or other parts of the United States, **8** horses or farm implements could not be afforded by many exodusters, who had to do agricultural work with inadequate hand tools. In the first years, many could not raise enough crops to sustain themselves and had to seek aid from neighbors or state governments.

8

- A) NO CHANGE
- B) affording horses or farm implements was impossible for many exodusters, who
- C) many exodusters could not afford horses or farm implements and
- D) the lack of affordability of horses or farm implements meant many exodusters

CHOICE A	wrong	Dangling modifier (present participle phrase). horses are not the correct subject that possess.....
CHOICE B	wrong	Dangling modifier (present participle phrase). Affording horses is not the correct subject that possesses.....
CHOICE C	correct	Modifier +, + clause (present participle phrase) modifier. Exodusters are the correct subject that possess
CHOICE D	wrong	Dangling modifier (present participle phrase). The lack of affordability of horses is not the correct subject that possesses.....

electrical charge—when the battery is charging and releases the ions to generate electricity. By heating the peanuts and a catalyst to 1,100 °F for several hours in the presence of argon (an inert gas commonly found in Earth’s atmosphere), **3** the carbon was isolated from the hydrogen and oxygen, which were released in the form of harmless water vapor.

3

- A) NO CHANGE
- B) Pol and his team were able to isolate the carbon
- C) the resulting chemical reaction isolated the carbon
- D) isolation of carbon was achieved

CHOICE A	wrong	Dangling modifier (prepositional phrase). Carbon is not the correct subject that heats
CHOICE B	correct	Modifier +, + clause (prepositional phrase) modifier. Pol and his team are the correct subject that heat
CHOICE C	wrong	Dangling modifier (prepositional phrase). chemical reaction is not the correct subject that heats
CHOICE D	wrong	Dangling modifier (prepositional phrase). isolation of carbon is not the correct subject that heats

Having already made a few films in the vein of "thrill comedy," **14** the event inspired Lloyd to create his most daring film yet, and he invited Strother to be involved. The result was *Safety Last!*, the most famous movie of Lloyd's career and a marvel of creative filming.

14

- A) NO CHANGE
- B) Lloyd was inspired
- C) it was Lloyd's inspiration
- D) its inspiration led Lloyd

CHOICE A	wrong	Dangling modifier. the event (subject of the clause) is not making new films
CHOICE B	correct	Modifier +, + clause correct modifier. Lloyd is the correct subject that makes new films
CHOICE C	wrong	Dangling modifier. it (subject of the clause) is not making new films
CHOICE D	wrong	Dangling modifier. Its inspiration (subject of the clause) is not making new films

Having come to a fuller understanding of James's work, **39** how to present it in the best way to museum visitors was what the curators had to determine. James's

39

- A) NO CHANGE
- B) museum visitors would have it presented to them in the best way the curators could determine.
- C) the curators had to determine the best way to present it to museum visitors.
- D) it had to be presented to museum visitors in the best way the curators could determine.

CHOICE A	wrong	Modifier +, + clause There is no matching subject in the clause that follows the modifier
CHOICE B	wrong	Dangling modifier. The museum visitors (subject of the clause) are not coming to a fuller understanding
CHOICE C	correct	Modifier +, + clause correct modifier. The curators are the correct subject that come to a fuller understanding
CHOICE D	wrong	Dangling modifier. it (subject of the clause) is not coming to a fuller understanding

SENTENCE FRAGMENT

A sentence fragment lacks an essential element that completes a sentence (such as a subject or verb) or does not express a complete thought.

On the other hand, a complete sentence contains a subject, verb, and expresses a complete thought.

Types of Sentence Fragments

Missing subject
Missing verb
Dependent clause

Missing Subject

Incorrect: Went to dinner after the graduation ceremony. (*Who* went to the graduation ceremony?)

Correct: **Kiley and her family** went to dinner after the graduation ceremony.

Missing Verb

Incorrect: They fruits after business class.

(What did they *do* with lunch after business class?)

Correct: They **ate** fruits after business class.

Dependent Clause

A group of words that contains a subject and a verb but does not express a complete thought. Here is an example of a dependent clause fragment:

Incorrect: Although she wants to go to the movies.

(There is a subject and verb, but this is not a complete thought)

correct: Although she wants to go to the movies, **she must study for her SAT test instead.**

Three Ways to Turn a Fragment into a Complete Sentence

1. Attach

Attach the fragment to a nearby complete sentence

☹️ **Incorrect:** I forgot to eat breakfast. **On the morning of my driver's test.**

😊 **Correct:** I forgot to eat breakfast on the morning of my driver's test.

☹️ **Incorrect:** **If the front door is locked.** Use the back entrance.

😊 **Correct:** If the front door is locked, use the back entrance.

2. Revise

Revise the fragment by adding whatever is missing – subject, verb, complete thought.

☹️ **Incorrect:** Loves to lie around in the sun all day. (A subject is missing. Who loves to lie around?)

😊 **Correct:** My roommate's pug loves to lie around in the sun all day.

☹️ **Incorrect:** Joe to train every day. (A verb is missing. Also, “to train” is the wrong verb form. Joe does what every day?)

☺️ **Correct:** Joe trains every day for the marathon next month.

☺️ **Correct:** Joe is training every day for the marathon next month.

3. Rewrite

Rewrite the fragment or the entire sentence that contains the fragment.

☹️ **Incorrect:** **Our new landlord was expected to make changes.** Such as fixing the plumbing, installing a new washer, and replacing the security gate. Has not done any of it yet and weeks have passed.

☺️ **Correct:** **Our new landlord was expected to make changes,** such as fixing the plumbing, installing a new washer, and replacing the security gate lock. Weeks have passed, and he still has not done any of it yet.

Conjunctions

a sentence starts with a conjunction that should actually be joined to the previous clause.

wrong	I love that the city has approved the building of a funicular. Because now our citizens will learn a new word.
Right:	I love that the city has approved the building of a funicular because now our citizens will learn a new word.
Right:	I love that the city has approved the building of a funicular. Now our citizens will learn a new word.

Participles

Fragments also occur if you try to use a participle as the main verb.

wrong	A document known as the Donation of Constantine, stating that the Emperor Constantine had given the Pope the power to rule over the western half of the Roman Empire.
Right:	Right: A document known as the Donation of Constantine stated that the Emperor Constantine had given the Pope the power to rule over the western half of the Roman Empire.

More Dependent Clause Fragment Examples

Incorrect: **To go to work.** She has to take the bus.

(The dependent clause, "to go to work," is a prepositional phrase)

Correct: **To go to work she has to take** the bus.

Correct: She has to take the bus **to go to work.**

Incorrect: **When** Brian went to the store

(There is a subject and verb, but this is not a complete thought)

Correct: When Brian went to the store, **he bought apples and cranberry juice.**

Incorrect: The baby wouldn't stop crying . **Because he was hungry.**

Correct: **The baby would not stop crying because he was hungry .**

(The dependent clause here is "because it was hungry")

SUBJECT VERB AGREEMENT

- ◆ The subject and the verb of a sentence are in agreement when they have the same number and person.
- ◆ If the subject is singular, the verb will be singular.
- ◆ If the subject is plural, the verb will be plural.
- ◆ The verb must be in agreement with the subject; a singular subject takes a singular verb while a plural subject takes a plural verb.

Subject – Non-essential clause – Verb

Subject – Prepositional phrase – Verb

Prepositional Phrase – Verb – Subject

RULE 1: Use verbs that agree with a subject, not with a noun that is part of a modifying phrase or clause between the verb and the subject.

Example:

The **quality of these oranges** **was** not good.

RULE 2: Two or more singular nouns or pronouns joined by 'and' require a plural verb.

Example: **Gold and silver** **are** precious metals.

RULE 3: some Collective nouns – Singular in form but are used as plural.

this category of collective nouns looks singular but is actually used as plural

When you have a collection of things in a particular noun, you use a term to address that group. This term is called collective noun.

- **Police**
Incorrect: The police has arrested the culprit.
Correct: The police have arrested the culprit.
- **People**
Incorrect: People has no time to cook.
Correct: People have no time to cook.
- **Folk**
Incorrect: Some folk is afraid of police.
Correct: Some folk are afraid of police.
- **Public**
Incorrect: The public is waiting for the guest to arrive
Correct: The public are waiting for the guest to arrive
- **Cattle**
Incorrect: Cattle is grazing.
Correct: Cattle are grazing.
- **Poultry**
Incorrect: Poultry is farmed in great numbers with chickens to earn profit.
Correct: Poultry are farmed in great numbers with chickens to earn profit.
- **Staff**
Incorrect: The staff has earned many awards this year.
Correct: The staff have earned many awards this year.
- **Majority**
Incorrect: The majority of people is interested in sports.
Correct: The majority of people are interested in sports.

RULE 4: Nouns which are always used as plurals

There are some nouns which are always used as plurals irrespective of the form of sentence.

- **Alms**

Alms or Alms giving refers to giving something free as an act of virtue

Incorrect: Alms is given to the poor.

Correct: Alms are given to the poor.

- **Arms**

Arms here refers to the weapons and is always used as a plural.

Incorrect: Germany laid down her arm in the war.

Correct: Germany laid down her arms in the war.

- **Billiards**

Refers to cue sports in general which includes games like pool, carom billiards, snooker. Billiard is a type of shot in cue sports.

When referring to the game, the word is written as Billiards.

Incorrect: Billiards is generally played with a cue stick.

Correct: Billiards are generally played with a cue stick.

- **Eatables**

Eatables refer to things which are edible and is always used in its plural form.

Incorrect: Eatable is not allowed inside the cinema halls.

Correct: Eatables are not allowed inside the cinema halls.

- **Goods**

Goods doesn't mean many good remarks together. Rather it refers to a tangible thing and the word is always used as a plural

Incorrect: The goods was delivered to the customer.

Correct: The goods were delivered to the customer.

- **Measles**

Measles is a highly contagious infection caused by measles virus. The word always appears with 's' at the end and is never written as measle.

Incorrect: He is suffering from measle.

Correct: He is suffering from measles.

- **Pantaloons**

Refers to a form of trousers gathered at the ankles. The word always ends with a 's' like trousers and breeches.

Incorrect: The pantaloons worn by modern females is not found among Bedouin.

Correct: The pantaloons worn by modern females are not found among Bedouin.

- **Proceeds**

Proceeds here refers to the money obtained from an activity or event.

Incorrect: Proceeds is donated to charity.

Correct: Proceeds are donated to charity.

It is different from "Now, the procession proceeds to its final destination."

- **Riches**

Incorrect: Riches has wings

Correct: Riches have wings

Here the word 'riches' means 'wealth'. It is not the plural of 'Rich'. It is always used in plural form and has its independent existence. Hence plural verb 'have' is used in this case.

- **Scissors**

Incorrect: Please give a scissor

Correct: Please give a pair of scissors

Always used with a 's' at the end, the word refers to the instrument used to cut cloth paper etc. It consists of two blades fastened over each other.

- **Spectacles**

Spectacles refers to a pair of glasses. It is not the plural form of 'spectacle' which means 'a scene regarded in terms of its visual impact'.

Incorrect: His new spectacles was on the table.

Correct: His new spectacles were on the table.

- **Socks**

Like trousers, breeches, scissors, it is a pair of socks. It is not the plural form of 'sock'.

Incorrect: My socks is too big.

Correct: My socks are too big.

- **Shorts**

Shorts again is not a plural of 'short'. It refers to short trousers which reach only to the knee.

Incorrect: His dad wore an oversized shirt and boxer short.

Correct: His dad wore an oversized shirt and boxer shorts.

- **Trousers**

Trousers refers to a garment covering the legs from waist to ankle with a separate

Incorrect: Trousers is too large and expensive.

Correct: Trousers are too large and expensive.

- **Tongs**

Again, it is a pair and is used in its plural form always.

Incorrect: Tongs is a tool used to lift objects.

Correct: Tongs are a tool used to lift objects.

- **Valuables**

'Valuable' is something that you have a respect or regard for while 'Valuables' refer to precious or costly things like gems, jewels, gadgets etc.

Incorrect: The valuables was lost when she was traveling in the bus.

Correct: The valuables were lost when she was traveling in the bus.
part for each leg. It is a pair of trousers actually.

RULE 5: Compound nouns - In which the second word gets "s" to become **plural**.

Examples of compound nouns in which the second word takes the 's' to make it plural.

Singular - **Grandmother**

Plural - Grandmothers

Example - Grandmother sent us a box of mangoes.

Example - Our grandmothers are good cooks.

Singular - **Step-son**

Plural - Step-sons

Example: She loved him even though he was her stepson.

Example: She had a deep conversation with her stepsons about the property.

Singular - **Horse-race**

Plural - Horse-races

Example: Have you participated in a horse-race?

Example: She loves watching horse-races.

Singular - **Blackboard**

Plural - Blackboards

Example - The teacher wiped the blackboard.

Example - The principal ordered 7 blackboards for the school.

Singular - **Grown-up**

Plural - Grown-ups

Example - She has two grown-up children.

Example - Grown-ups have weird doubts.

Singular - **age-group**

Plural - age-groups

Example - To most of my friends in my own age group, this sounds hilarious.

Example - Different age-groups like teenage, young adults, adults, etc. have participated in the show.

RULE 6: Compound nouns - In which the first word gets “s” to become **plural**.

Examples of compound nouns in which the first word takes the ‘s’ to make it plural

Singular - Daughter-in-law

Plural - Daughters-in-law

Example: After lunch, she went to meet her daughter-in-law.

Example: Her daughters -in-law are all pretty.

Singular - Sister-in-law

Plural - Sisters-in-law

Example: My sister-in-law is very curious about everything.

Example: I will invite all my sisters-in-law for the party.

Like daughters-in-law, it is sisters-in-law

Singular - Passer-by

Plural - Passers-by

Example: An innocent passer-by was shot dead by the terrorists.

Example: The passers-by helped the children to cross the road.

Singular - Brother -in-law

Plural - Brothers-in-law

Example: My brother-in-law is getting married next week.

Example: My brothers-in-laws are very excited for the party.

Singular - Governor-general

Plural - Governors-general

Example: Her husband was governor general from 2001 to 2003.

Example: He made a list of governors-general of India.

Singular - Court martial

Plural - Courts martial

Example: A court-martial is a military court empowered to determine the guilt of members of the armed forces.

Example: Courts-martial have the authority to try a wide range of military offences which closely resemble crimes like fraud and theft.

RULE 7: Nouns that look like plural but are **singular**

There are some words which look plural as they end with a “s” but are actually used as singular.

Here are some such words with examples showing their correct usage.

- **Athletics**

Athletics is the sport of competing in track and field events. It includes running races, jumping, throwing etc.

Incorrect: Athletics are regularly practiced in our school.

Correct: Athletics is regularly practiced in our school.

- **Classics**

Incorrect: He was offered classic at the institute.

Correct: He was offered classics at the institute.

- **Economics**

A subject which cannot be called Economic.

Incorrect: Economics are the social science that determine the production, distribution and consumption of goods and services.

Correct: Economics is the social science that determines the production, distribution and consumption of goods and services.

- **Ethics**

Moral philosophy which cannot be called ethic.

Incorrect: Ethics are the branch of philosophy

Correct: Ethics is the branch of philosophy.

- **Gymnastics**

Similar to athletics, gymnastics is a sport that involves exercises on bars, beam, floor etc.

Incorrect: Gymnastics are his favorite sport.

Correct: Gymnastics is his favorite sport.

- **Mathematics**

It cannot be called “mathematic” in its singular form. The correct word is “Mathematics”.

Incorrect: Mathematics are an easy subject.

Correct: Mathematics is an easy subject.

- **Mechanics**

Mechanics is a subject which deals with the motion and forces producing the motion. However, a “mechanic” is a skilled worker who repairs your car engine and other machinery.

Incorrect: Mechanics are a boring subject.

Correct: Mechanics is a boring subject.

- **NEWS**

News refers to newly received or noteworthy information about recent happenings. It is different from something “new”

Incorrect: This news were broadcasted yesterday.

Correct: This news was broadcasted yesterday.

- **Physics**

Another subject like Mathematics, Mechanics....which looks like a plural but is actually not.

Incorrect: Physics are a boring subject.

Correct: Physics is a boring subject.

- **Politics**

Politics refers to the activities associated with the governance of a country or area. You cannot call it “politic” to make it singular.

Incorrect: Politics are a waste of time.

Correct: Politics is a waste of time.

- **Statistics**

Another subject which looks like plural , but it is actually single.

Incorrect: Statistics are the study of the collection, analysis, interpretation, etc.

Correct: Statistics is the study of the collection, analysis, interpretation, etc.

- **Mumps**

Mumps is a type of viral disease caused by mumps virus. It can not be called “mump”. The right form is “mumps”

Incorrect: Mumps are a non-communicable disease.

Correct: Mumps is a non-communicable disease.

RULE 8: Nouns which are same in singular and plural form

There are some nouns which do not change when converted from singular to plural. They remain the same. They can be single or plural depending on what you need to say. You talk about one of them (**single**) or you talk about them in general (**plural**)

1. Sheep

Singular: He saw a sheep grazing in the field.
Plural: He saw five sheep grazing in the field.

2. Fish

Singular: The fish live in water.
Plural: He sells 7 fish every day.

3. Corps

Singular: Corps is an organized body of people.
Plural: The corps are surrounding the thief quickly.

4. Series

Singular: Everyday she watches a TV series.
Plural: She follows TV series religiously.

5. Deer

Singular: He saw a deer in the park.
Plural: Deer are easy prey for tigers.

6. Rice

Singular: Rice is the staple food of Tamil Nadu.
Plural: These varieties of rice are grown here.

7. Means

Singular: the best means to do the research is to pick up articles from the papers
Plural: Among the means of securing the cooperation of workers are to appeal their demands.

8. Species

Singular: This species is common in India.

Plural: Speciation is the process through which species are formed by evolution.

9. Music

Singular: rock music is my favorite

Plural: Classical music are variable.

10. Headquarters

Singular: It is the headquarters of the second army division.

Plural: The company headquarters are located all over the country.

11. Furniture

Singular: There is no furniture left in the room.

Plural: We are thinking of buying some new furniture.

12. Advice:

Singular: Your advice is followed , and i will take a vacation.

Plural: A lot of advice are received on all aspects of water efficiency.

RULE 9: Either, neither, each, each one, anyone, everyone, everybody, anybody, nobody, somebody, someone, many a, and no one must be followed by a **singular verb**.

- ☺ She asked me whether **either of the applicants** **was** suitable.
- ☺ Each **of these substances** **is** found in England.

RULE 10: **Interrupters** that follow a single subject such as (**with, as well as, along with, including, in addition to, besides, accompanied by, together with**) should be ignored. The verb should therefore be put in the **singular form**.

- ☺ **Silver, as well as gold,** **has** demand in the market.
- ☺ The **Mayor, with his assistant,** **is** present in the room.

RULE 11: Two or more singular subjects connected by **or /nor** require a **singular verb**.

Either the **deer or** the **dog** **has** been here.

Neither a **cat** nor a **dog** **was** to be found there.

RULE 12: When the subject joined by **or/ nor** are of **different numbers**, the verb agrees with the **nearer**.

Either the **father** or **his sons** **have to** attend the marriage.

RULE 13: Two nouns qualified by **each** or **every**, even though connected by **and**, require **a singular verb**.

Every girl and **every boy** **was** given a packet of chocolate.

RULE 14: When **none** means no one or not any, **use Singular or plural verb**.

When **none** is followed by a **mass noun** (a noun that cannot be counted) it takes a **singular verb**.

None of the **printers** **is / are** working. (both are correct)

None of the **juice** **was** drunk. (juice = mass noun)

RULE 15: A **Collective noun** takes

a **singular verb** when **the collection is thought of as one whole**

a **plural verb** when **the collection is thought of as composed**
(audience, committee, company, council, army, police, society, board, cabinet, department, group, family, public, government, organization, team, club, crowd, minority, jury, class)

The group **works** for the implementation of the scheme.

The team **is** participating in cleaning the garden .

RULE 16: When a plural noun denotes **period of time, amounts of money, or quantities**, it is considered as a **single unit**, singular verbs are used.

considered as a whole, the verb is generally singular. (Foot, meter, score, dozen, million, rupees, month)

Twenty kilometers **is** a long walk.

Five months **is** too long a time to wait.

RULE 17: If two different singular nouns express one idea, the verb should be in the **singular form**.

(Bread and milk, Rice and curry, Bread and butter)

Bread and butter **is** good for breakfast.

RULE 18: When two singular subjects are practically **synonymous** the **verb should be in the singular form**.

(Law and order, power and influence, power and position, peace and prosperity)

The law and order situation **was** fully under control.

RULE 19: When (Not only-but also) is used to combine two subjects, the **verb agrees with the subject close to it**.

Not only **John** but also **his brothers** **were** arrested.

Not only **John** but also **his sister** **was** eating.

RULE 20: The number is used as **singular**
A number is used as **plural**

A number of students are found there.

The number of people living in streets **has** reduced.

RULE 21: when a lot of, a great deal of, plenty of, most of and some of refer to **number**, a **plural** verb is used.

But, if these expressions refer to an **amount**, the verb is in the **singular** number.

A lot of people were present at the meeting.

A lot of work was completed before we go.

RULE 22: When sentences start with “there” or “here,” the **subject will always be placed after the verb**, so care needs to be taken to identify it correctly.

There **are four members** in the team.

There **is a problem** in the worksheet.

RULE 23: A **linking verb** usually agrees with its **subject**, not with its complement.

The reason of her failure **was** excessive absences.

RULE 24: for fractions(**one-half of, two-thirds of, a part of, a majority of**) followed by a prepositional phrase , consider the noun after the prepositional phrase

Example: **Two- thirds** of the mailing **list is** sent.
One third of the **guests are** leaving

RULE 25: In sentences containing the words **one of**: the verb is single

One of the pencils is missing from my bag.

RULE 26: **All, any, more, most, some** may be **singular, or plural** depending on the meaning and take verbs accordingly.

All the work has been finished. (uncountable)

All the students have been trained (countable)

RULE 27: The title of **books, movies, or magazines** are considered singular and take singular verbs.

Arabian Nights is an attractive novel .

Thousand and One Nights is a well known book in the west .

RULE 28: When **gerunds** are used as the subject of a sentence, they take the **singular verb** form of the verb; but, when they are linked by **and**, they take the plural form.

Singing and playing flute **are** my hobbies.

Singing is my hobby.

RULE 29: In an **inverted sentence** beginning with a **prepositional phrase**, the verb still agrees with its subject.

At the end of the Christmas holidays **come** the best sales.

RULE 30: Indefinite pronouns such as **each, either, one, everyone, everybody, and everything** are **singular**.

Somebody in Detroit **loves** me.

Neither of my parents **has** a formal education.

RULE 31: Indefinite pronouns such as **several, few, both, and many** are **plural**.

Both of my sorority sisters **have** decided to live off campus.

Few **seek** the enlightenment of higher education.

RULE 32: Indefinite pronouns such as **all, some, most, and none** may be **singular** or **plural** depending on their referents.

Example: **Some** of the **food** **is** cold.

Example: **Some** of the **vegetables** **are** cold.

RULE 33: Relative pronouns, such as **who, which, or that**, **which refer to plural antecedents require plural verbs**. However, when the **relative pronoun refers to a single subject, the pronoun takes a singular verb**.

She is **one of the girls** who **like** chemistry.

She is **the only girl** who **likes** chemistry.

RULE 34: Some nouns such as *deer, shrimp, and sheep* have the same spelling for **both their singular and plural forms**. In these cases, the meaning of the sentence will determine whether they are **singular or plural**.

Deer are beautiful animals.

The spotted deer is licking the sugar cube.

RULE 35: Some nouns like *scissors, jeans, and wages* have plural forms but no singular counterparts. **These nouns almost always take plural verbs**.

The scissors are on the table.

My Lee **jeans are** made in china.

RULE 36: **Mathematical expressions** of subtraction and division require **singular verbs**, while **expressions of addition or multiplication** take either **singular or plural verbs**.

Ten divided by two equals five.

Five times seven equals (OR equal) thirty-five.

RULE 37: Nouns expressing **time, distance, weight, and measurement** are **singular** when they refer to a unit and **plural** when they refer to separate items.

Fifty yards is a short distance.

The fifty yards that I bought **are** pretty expensive

RULE 38: Some nouns ending in *-ics*, such as *economics and ethics*, take **singular verbs** when they refer to principles, a system or a field of study; however, when they refer to individual practices or applications, they usually take **plural verbs**.

Ethics is being taught in the spring.

His unusual business ethics **get** him into trouble.

RULE 39: A verbal noun (**infinitive or gerund**) serving as a **subject** is treated as **singular**, even if the object of the verbal phrase is plural.

Hiding your mistakes **does** not make them go away.

To run five miles **is** my goal.

RULE 40: A **noun phrase or clause** acting as the subject of a sentence requires a **singular verb**.

What I need **is** to be loved.

Whether there is any connection between the two events **is** unknown.

RULE 41 **Plural subjects** followed by an **appositive** require a **plural verb**; similarly, a singular subject followed by an **appositive** requires a **singular verb**.

Example: **The team, all eleven players,** **is** practicing today.

The teachers , all the school crew , **are** coming tonight.

Officials from the British Museum have long argued that the expertise of their curators **39** has protected the sculptures from the elements. In support of their argument, they note that the sculptures that Elgin did not remove have suffered from pollution. In an effort to

39

- A) NO CHANGE
- B) have protected
- C) are protecting
- D) were protecting

CHOICE A	correct	Expertise is a singular subject (of their curators) is a prepositional phrase Single subject takes single verb
CHOICE B	wrong	Expertise is a singular subject (of their curators) is a prepositional phrase Singular subject takes single verb Have is a plural verb
CHOICE C	wrong	Expertise is a singular subject (of their curators) is a prepositional phrase Singular subject takes single verb are is a plural verb
CHOICE D	wrong	Expertise is a singular subject (of their curators) is a prepositional phrase Singular subject takes single verb were is a plural verb

accept pay that is low **43** relative to their educational achievements. Yet for many, a love of animals and a commitment to animal conservation **44** makes these sacrifices not just tolerable but meaningful.

44

- A) NO CHANGE
- B) make
- C) is making
- D) has made

CHOICE A	wrong	Love and commitment is a compound plural subject plural subject takes plural verb makes is a singular verb
CHOICE B	correct	Love and commitment is a compound plural subject plural subject takes plural verb make is a plural verb
CHOICE C	wrong	Love and commitment is a compound plural subject plural subject takes plural verb is making is a singular verb
CHOICE D	wrong	Love and commitment is a compound plural subject plural subject takes plural verb has made is a singular verb

The rapid proliferation of well-paying jobs in solar installation **39** are largely attributable **40** to: the falling price of solar energy. Technological innovation has made components less expensive, while tax subsidies and other governmental incentive programs have offset some of the

39

- A) NO CHANGE
- B) have been
- C) is
- D) are being

CHOICE A	wrong	proliferation is a singular subject (of installation) is a prepositional phrase Singular subject takes single verb Are is a plural verb
CHOICE B	wrong	proliferation is a singular subject (of installation) is a prepositional phrase Singular subject takes single verb have is a plural verb
CHOICE C	correct	proliferation is a singular subject (of installation) is a prepositional phrase Singular subject takes single verb (is) is a singular verb
CHOICE D	wrong	proliferation is a singular subject (of installation) is a prepositional phrase Singular subject takes single verb are is a plural verb

The best way to address these concerns about accuracy and privacy **11** are not to avoid adopting electronic health record systems but rather to implement them effectively. The benefits of fully transitioning from paper to electronic health records far outweigh any perceived disadvantages.

11

- A) NO CHANGE
- B) have been
- C) had been
- D) is

CHOICE A	wrong	(way) is a singular subject (to privacy) is a prepositional phrase Singular subject takes single verb (are) is a plural verb
CHOICE B	wrong	(way) is a singular subject (to privacy) is a prepositional phrase Singular subject takes single verb (have) cannot be a verb for the subject (way)
CHOICE C	wrong	(way) is a singular subject (to privacy) is a prepositional phrase Singular subject takes single verb (had been) is a wrong tense
CHOICE D	correct	(way) is a singular subject (to privacy) is a prepositional phrase Singular subject takes single verb (is) is a singular verb

VERB TENSE CONSISTENCY

Verb Tense indicates when the action of the verb takes place. In sentences with complicate sentences by incorporating more than one action.

Verb Mood

Most verbs are in the indicative mood, which we use to describe knowledge or beliefs. Occasionally, we use verbs in the subjunctive mood to express suggestions, desires, or hypothetical events.

Make Tenses Reflect Meaning

Right: She **WALKED** to school in the morning and **RAN** home in the afternoon.

Right: She **WALKS** to school in the morning and **RUNS** home in the afternoon.

Right: She **WILL WALK** to school in the morning and **WILL RUN** home in the afternoon.

- ☺ Do not switch from one tense to another **unless the timing of an action demands that you do.**
- ☺ Keep tenses consistent within sentences, paragraphs, and essays
- ☺ Do not change tenses when there is no time change for the action.

The above sentence means that Mary walks into a room at times. The action is habitual present. The second action happens when the first one does. Therefore, the second verb should be present as well.

Change tense only when there is a need to do so. the timing of actions within a sentence will dictate when the tense must change.

The first action will take place in the future; therefore, the second one should be the same.

CORRECT:

When Mary **gets** here, everyone **will stare**.

1st action will happen in the future

2nd action will happen in the future

Past perfect tense is used to indicate that two tenses or actions happened in the past

Conjugate the tense that happened first in past perfect tense

Conjugate the tense that followed in the past simple tense

CORRECT:

Harry **reached** for the sandwich *after* he **had** already **eaten** two pieces of pizza.

2nd action happened in the past

1st action happened before the past action

The second action took place in the past; the first action occurred before the past action. Therefore, the first action requires the past perfect tense (*had + verb*).

1) Shift tenses when you signal a time change.

when author clearly wants to talk about different periods of time.
The tense should change to reflect that intention.

correct: He **IS** thinner now because he **WENT** on a strict diet **six months ago**.

A time word or phrase will alert your reader to a shift and set up expectations for a change in tense.

Harold **was** my late grandfather's name, and **now** it **is** my name.

[signal for switch from past to present = **now**]

2) Shift tenses when you follow a generalization (present tense) with a specific example of an incident in the past.

Example

Some bilingual schools **offer** intensive instruction in English. My sister, for example, **went** to a bilingual school where she **studied** English for two hours every day.

[generalization followed by specific example]

Controlling Shifts in Verb Tense

- ☹️ All writing happens in a time frame. Only one verb tense should be used within this time frame.
- ☹️ Another verb tense should only be used when an event happens outside of this time frame.
- ☹️ Changes in verb tense help your audience understand the relationship between two (or more) time frames.

How to use tenses?

Use **past tense** to narrate events or to refer to an author or an author's ideas outside of their written work

Use present tense to:

- ◆ State facts
- ◆ Refer to perpetual or habitual action
- ◆ Discuss your own ideas
- ◆ Discuss the ideas expressed by an author in a particular work
- ◆ Describe action in a literary work, movie, or other fictional narrative

Examples:

The ocean **contains** rich minerals that **washed** down from rivers and streams.

- "Contains" is present tense (because it's a perpetual or habitual action), so "washed down" should also be present tense.
- Revision: The ocean **contains** rich minerals that **wash** down from rivers and streams.

About noon the sky **darkened**, a breeze **sprang up**, and a low rumble **announces** the approaching storm.

"Darkened" and "sprang up" are past tense verbs (because it's a narration of events); "announces" should also be past to maintain consistency within the time frame.

Revision: About noon the **sky darkened**, a breeze **sprang up**, and a low rumble **announced** the approaching storm.

Yesterday we **had walked** to school but later **rode** the bus home.

"Had walked" is past perfect tense but should be past (narration). "Rode" is correctly past tense because it refers to an action completed before the current time frame.

Revision: Yesterday we **walked** to school but later **rode** the bus home.

Do shift tense to indicate a change in time frame from one action or state to another

Present Perfect: Still in Effect...

We use the **Present Perfect** tense for actions that started in the past but continue into the present, or remain true in the present. The Present Perfect tense has one foot in the past and one foot in the present.

THE ACTION or its EFFECT

correct: We **HAVE LIVED** in a hut for three days .

This sentence means that we started living in the hut three days ago and that we are still living in that hut.

CORRECT: we **LIVED** in a hut for three .

This example means that we are no longer living in the hut.

The three days are over.

Sometimes, the Present Perfect tense means that the action is definitely over, but its **effect** is still relevant to the present moment.

CORRECT: The child **HAS DRAWN** a square in the sand.

In this example, the child is **no longer** drawing a square.

The act of drawing is finished. However, the square must still be here somehow. If the square has disappeared, use Simple Past

The Present Perfect indicates either **continued action** or **continued effect** of a completed action up to the present.

Past Perfect: The Earlier Action

If two actions in a sentence occurred at different times in the past, we often use the **Past Perfect** tense for the earlier action and Simple Past for the later action. The Past Perfect is the "Past of the Past," or the "Past Twice Removed" from the present time.

Past Perfect

Simple Past

The Past Perfect tense is formed as follows:

Past Perfect = HAD + Past Participle

Right: The film **HAD STARTED** by the time we **ARRIVED** at the theater.

Right: The teacher **THOUGHT** that Jimmy **HAD CHEATED** on the exam.

The earlier past action (*had started, had cheated*) is in the Past Perfect tense, while the later past action is in the Simple Past tense (*arrived, thought*).

EARLIER past moment

LATER past moment

NOW

Perfect Tenses: Only When Necessary

Do not use the perfect tenses when the simple tenses will do.

Wrong:

Joe LEARNED about an epoch in which dinosaurs **HAD WALKED** the earth.

Right:

Joe LEARNED about an epoch in which dinosaurs **WALKED** the earth.

- ☹️ In the first example, the Past Perfect had walked is unnecessary.
- ☹️ Although the action had walked does take place earlier than the action learned, the earlier action does not have a direct bearing on the context of the later action.
- ☹️ The sequence of time does not need to be clarified or emphasized.
- ☹️ Thus, the Past Perfect is considered wrong in this context

You should use the **perfect tenses** only when you can justify them with the rules described in these above.

If an action began in the past and continues into the present (or its effect does), use the **Present Perfect tense**.

If one action in the past precedes another, and you need to clarify or emphasize the time sequence, then use the **Past Perfect tense**. Otherwise, stick to the simpler tenses.

The Subjunctive Mood

verb mood expresses what the writer believes about, or wants to do with, the action expressed by the verb.

most sentences express facts with the Indicative Mood or commands with the Imperative Mood.

You can expect to see the Subjunctive Mood in two special situations:

(1) Unlikely or unreal conditions (usually after *if* or a similar word).

(2) Proposals, desires, and requests formed with certain verbs and the word *that*.

These two uses correspond to two forms of the **subjunctive mood**:
The **Hypothetical Subjunctive** and the **Command Subjunctive**.

1) The Hypothetical Subjunctive

We use the **Hypothetical Subjunctive** form in a few circumstances to indicate unlikely or unreal conditions. Principally, **this form occurs after if, as if, or as though.**

If ... Then Constructions

Right: To overcome my fear of germs, I will think about disease **as though it WERE harmless.**

Here are the five common patterns of if ... then sentences.

(1) General Rule with no uncertainty

IF Sophie **EATS** pizza, THEN she **BECOMES** ill.
IF Present, THEN Present.

This pattern is equivalent to *whenever*: **WHENEVER Sophie EATS pizza, she BECOMES ill.**

(2) General Rule with some uncertainty

IF Sophie **EATS** pizza, THEN she **MAY BECOME** ill.
IF Present, THEN Can or May.

Here, the helping verbs can or may be used to allow for a somewhat uncertain outcome.

(3) Particular Case On the future) with no uncertainty

IF Sophie **EATS** pizza tomorrow, THEN she **WILL BECOME** ill.
IF Present, THEN Future.

Another possibility for the Particular Case (in the present) is Present Perfect: If Sophie **HAS EATEN** pizza, then she **WILL BECOME** ill.

(4) Unlikely Case On the future

IF Sophie **ATE** pizza tomorrow, THEN she **WOULD BECOME** ill.

IF Hypothetical Subjunctive, THEN Conditional.

Here, the writer thinks that Sophie is unlikely to eat pizza tomorrow. The Conditional Tense (would) shows the hypothetical result of an unlikely or untrue condition. In place of would, the form could can be used to indicate improbability as well.

(5) Case That Never Happened On the past

IF Sophie **HAD EATEN** pizza yesterday, THEN she **WOULD HAVE BECOME** ill.

IF Past Perfect, THEN Conditional Perfect.

Other patterns are possible, but if... then sentences that you encounter on the GMAT should conform to one of these five patterns.

The helping verbs (would and should) should NEVER go in the if part of the common in some regional forms of English.

2) The Command Subjunctive

The other form of the subjunctive mood is the **Command Subjunctive**, test than the Hypothetical Subjunctive.

The Command Subjunctive is used with certain **Bossy Verbs**, such as *require* or *propose*.

Bossy Verbs tell people to do things.

The agency REQUIRED that Gary **BE** ready before noon.

We PROPOSE that the class **start** on time

In these examples, the verbs **Be** and **start** are in the Command Subjunctive mood.

The form of the Command Subjunctive is the form you would use to command Gary or the class directly:

BE ready before noon,

Gary! **Start** the class on time

This form is also known as the **Bare Form** of the verb: **the infinitive (to be, to disband) without the to.**

The subjunctive construction with a Bossy Verb is always as follows:

Bossy Verb + THAT+ subject+ Command Subjunctive

CORRECT: We PROPOSE THAT the class **start** on time

Take note of the following **incorrect constructions**

Wrong: We PROPOSE **the** class **start** on time. (That is not optional.)

Wrong: We PROPOSE **THAT** the class **starts** on time.

Wrong: We PROPOSE **THAT** the class **is to start** on time.

Wrong: We PROPOSE **THAT** the class **will start** on time.

Wrong: We PROPOSE **THAT** the class **should start** on time.

Common Verbs that take ONLY the Command Subjunctive when indicating desire:

demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest

CORRECT: We demand THAT HE BE here.

Verbs that take ONLY the Infinitive:

advise, allow, forbid, persuade, want

We allow HIM TO BE here.

Verbs that take EITHER the Command Subjunctive OR the Infinitive

ask, beg, intend, order, prefer, urge, require

(pay particular attention to *require*)

We require THAT HE BE here.

OR

We require HIM TO BE here.

A few Bossy Verbs, most notably **prohibit**, take other constructions

Right: The agency **PROHIBITED** Gary FROM WORKING on weekends

Avoid the use of the Command Subjunctive after *whether*

Wrong: I like ice cream, **WHETHER it BE** chocolate, vanilla, or any other flavor.

Right: I like ice cream, **WHETHER it IS** chocolate, vanilla, or any other flavor.

Active and Passive Voice

- ◆ Verbs are written in either **Active Voice** or **Passive Voice**.
- ◆ In the active voice, the subject of the sentence performs the action.
- ◆ In the passive voice, the subject of the sentence has an action performed on it by someone or something else.

Active: The hungry students **ATE** the pizza.

Passive: The pizza **WAS EATEN** by the hungry students.

The passive voice is formed by a form of the verb *to be*

(in this case, *was*), followed by the past participle (*eaten*).

Do not use other verbs besides *be*, such as *get*, to form the passive voice

Wrong: The pizza **GOT EATEN** by the hungry students.

Wrong: The pizza must **GET EATEN** today.

Right: During the operation, new blood vessels are inserted around

The passive voice is ideal here, as the writer intends to de-emphasize the surgeon and to emphasize the action performed on the blood vessels.

The person performing the action, the unmentioned surgeon, is not important.

Shifts in Construction

There must be no shifts at all in your grammatical constructions, especially when you are expressing a single idea.

There must be agreement in your sentences in terms of person, number, voice, and tense.

1) Do not shift from one person to the other

Look at the following:

- ◆ When *you* are confused, *one* doesn't know what to do. (Incorrect)
- ◆ When *you* are confused, *you* don't know what to do. (Correct)

- ◆ *We* love the harvest months because *we* have a lot to eat. (Correct)
- ◆ *They* love the harvest months because *we* have a lot to eat. (Incorrect)

- ◆ For *one* to pass that course, *I must* study diligently. (Incorrect)
- ◆ For *me* to pass that course, *I must* study diligently. (Correct)

2) Do not shift from one voice to another

See the following:

- ◆ *They* praised the girl, *but the boy was punished*.
- ◆ *The course leader* rushed into the classroom, looked around *and was seated*.
- ◆ *They* arrested the driver, *but the passengers were released*.

See correct way to render these sentences

- ◆ *They praised the girl but punished the boy.* (Active voice)
The course leader rushed into the classroom, looked around *and sat.* (Active voice)
- ◆ *they arrested the driver but released the passengers.* (active voice)

3) Do not shift from one tense to another

See the following constructions:

- ◆ *He pressed the doorbell but there is no answer.*
- ◆ *The man gave the girl some money, but she does not thank him.*

The correct forms of these sentences are:

He *pressed* the doorbell but there *was no answer.*
The man *gave* the girl some money, *but she did not thank him*

4) DO NOT SHIFT FROM ONE MOOD TO ANOTHER

Shifts in mood often occur with directions, where the mood shifts from *indicative* to *imperative* or from *imperative* to *indicative*.

Example

Take (imperative mood) two aspirins and then you should (indicative mood) call me in the morning

Correction

Take (imperative mood) two aspirins and then call (imperative mood) me in the morning

5) A shift from the subjunctive to the indicative

Incorrect: I would write a letter to my Minister of Parliament if the cost of ink was not so horrendously expensive.

Correct: I would write a letter to my Minister of Parliament if the cost of ink were not so horrendously expensive.

By joining VISTA, Shauntia Dyson is following in the footsteps of hundreds of thousands of people, over the program's fifty-year history, who **33** are helping improve both their communities and their career prospects. More US students should consider devoting a year as a volunteer in service to America.

33

- A) NO CHANGE
- B) have helped
- C) will have helped
- D) would have helped

CHOICE A	wrong	<p>Hundreds of thousands of people is plural subject plural subject takes plural verb</p> <p>action (help) happened in the past and still continuous</p> <p>plural verb present continuous tense is wrong</p>
CHOICE B	correct	<p>Hundreds of thousands of people is plural subject plural subject takes plural verb</p> <p>action (help) happened in the past and still continuous</p> <p>plural verb present perfect tense is required</p>
CHOICE C	wrong	<p>Hundreds of thousands of people is plural subject plural subject takes plural verb</p> <p>action (help) happened in the past and still continuous</p> <p>future perfect tense is wrong</p>
CHOICE D	wrong	<p>Hundreds of thousands of people is plural subject plural subject takes plural verb</p> <p>action (help) happened in the past and still continuous</p> <p>would have helped is past and a wrong tense</p>

21 Hume and Gold's results, obtained with more comprehensive data than previously available and with the aid of improved analytical techniques, offer a necessary revision of the dodo's reputation. The dodo may not have been the most graceful of birds or an avian Einstein, but neither 22 was it the clownish creature that is so often imagined.

22

- A) NO CHANGE
- B) will it be
- C) is it being
- D) will it have been

CHOICE A	correct	Earlier sentence talks about an avian bird named dodo. tense is present perfect. action is past and continuous (Was) is a single past tense that matches the tense in the earlier sentence
CHOICE B	wrong	Earlier sentence talks about an avian bird named dodo. tense is present perfect. action is past and continuous (will) is a future tense that does not matches the tense in the earlier sentence
CHOICE C	wrong	Earlier sentence talks about an avian bird named dodo. tense is present perfect. action is past and continuous (is being) is a present continuous tense that does not matches the tense in the earlier sentence
CHOICE D	wrong	Earlier sentence talks about an avian bird named dodo. tense is present perfect. action is past and continuous (will have been) is a future perfect tense that does not matches the tense in the earlier sentence

This recognition did not mean that Johnson had no opinions about how words should be used. On the contrary, Johnson **30** used the *Dictionary* to promote words he favored and to protest words he disliked. **31** In the definition for “pictorial,” a term coined by Sir

30

- A) NO CHANGE
- B) had used
- C) will use
- D) uses

CHOICE A	correct	Earlier sentence uses past tense (did not mean) Verb (use) should be consistent with the same tense Subject is single (used) is a past tense consistent with the earlier tense
CHOICE B	wrong	Earlier sentence uses past tense (did not mean) Verb (use) should be consistent with the same tense Subject is single (had used) is a past perfect tense and is inconsistent with the earlier tense
CHOICE C	wrong	Earlier sentence uses past tense (did not mean) Verb (use) should be consistent with the same tense Subject is single (will use) is a future tense and is inconsistent with the earlier tense
CHOICE D	wrong	Earlier sentence uses past tense (did not mean) Verb (use) should be consistent with the same tense Subject is single (uses) is a present tense and is inconsistent with the earlier tense

PARALLEL STRUCTURE

- ☹️ **Parallel structure is used to express matching ideas.**
- ☹️ **It refers to the grammatical balance of a series of any of all parts of speech**
- ☹️ **For example, balance a noun with a noun, a phrase with the same type of phrase, and a clause with a clause.**
This balance is called parallel structure.

Remember the rule: Same function, same form

Parallel Structure Examples

1. Words:

Words of the same part of speech must be matched together.

Noun:

- **Not parallel:** Harris is both a dancer and **he spends time at athletics.**
(one noun and a clause)
- **Parallel:** Harris is both a **dancer** and an **athlete.**
(two nouns)

Adjective:

- **Not parallel:** Some of these stories are funny, entertaining, and **teach me a lot.**
(two adjectives & a complete predicate)
- **Parallel:** Some of these stories are **funny, entertaining, and educational.**
(three adjectives)

Adverb:

- **Not parallel:** Jean asked her sister to speak clearly, politely, and **in a loud voice**.
(two adverbs and a prepositional phrase)
- **Parallel:** Jean asked her sister to speak **clearly, politely, and loudly**.
(three adverbs)

Articles

Be consistent when you add articles (a, an, the) to the items in a list:

Not parallel: My friend Jack owns **a** turntable, **an** old cassette player, and surround sound system.

Parallel: My friend Jack owns **a** turntable, **an** old cassette player, and **a** surround sound system.

That

Often two parts of a comparison start with that

Not parallel: Kenneth said **that he** would come camping with us and he would bring some firewood.

Parallel: Kenneth said **that** he would come camping with us and **that** he would bring some firewood.

2. Phrases:

A phrase should be paired with other phrase of the same pattern (e.g. noun phrase, prepositional phrases, verbal phrases)

Noun Phrase:

Not parallel: Helen's essay revealed exceptional creative ability but **she made too many spelling errors.**
(noun phrase and a clause)

Parallel: Helen's essay revealed **exceptional creative ability** but **too many spelling errors.**
(two noun phrases)

Prepositional Phrase:

Not parallel: My teacher judged the essay for parallelism, for style, and **she looked for accuracy.**
(two prepositional phrases and a clause)

Parallel: My teacher judged the essay **for parallelism, for style, and for accuracy.**
(three prepositional phrases)

Gerund Phrase:

Not parallel: My hobby is collecting baseball cards and **to read novels.**
(one gerund and one infinitive phrase)

Parallel: My hobby is **collecting baseball cards** and **reading novels.**
(two gerund phrases)

Infinitive Phrase:

Not parallel: His aim was to become president and **being honest.**

(one infinitive and one gerund phrase)

Parallel: His aim was **to become president** and **to be honest.**

(two infinitive phrases)

3. Clauses:

☹️ An idea that begins with a clause should be paired with another clause .

☹️ Changing the voice of the verb(**active to passive or vice versa, the sentence pattern, and the structure**) will break the parallelism.

Examples:

Not parallel: Dick felt that he had written a perfect paper **and had checked the answers.**

(one noun clause and a phrase)

Parallel: Dick felt **that he had written a perfect paper** and **that he had checked the answers.**

(two noun clauses)

Not parallel: I knew that an airplane had crashed but not **about the passenger's heroic rescue.**

(one clause and a phrase)

Parallel: I knew **that an airplane had crashed** but not **that a passenger had made a heroic rescue.**

(two clauses)

Principles of Parallel Structure

When your sentence parts are out of balance, you have made an error.

Let's see how to keep your sentence parts balanced.

4) With Coordinating Conjunctions

When two or more clauses or phrases are connected with a coordinating conjunction (for, and, nor, but, or, yet, or so), parallel structure is to be used

Not parallel: Tom enjoys reading, writing, and **to draw**.

Gerund / Infinitive

Parallel: Tom enjoys reading, writing, and drawing.

(Gerunds)

Not parallel: Kathy's parents objected that she played loud music and **to the late hours she kept**.

Clause then phrase

Parallel: Kathy's parents objected to the loud music she played and to the late hours she kept.

(two prepositional phrases)

5) With Correlative Conjunctions

When two clauses or phrases are connected with a correlative conjunction (not only...but also, either...or, neither...nor, if...then, etc.) parallel structure is used.

Not parallel: My father *not only* likes to play billiards *but* he *also* likes reading books.

Parallel: My father *not only* likes to play billiards *but* he *also* likes to read books.

(or)

My father *not only* likes to play billiards *but also* to read books

6) With Phrases or Clauses of Comparison

When two clauses or phrases are joined with a word of comparison, such as **than** or **as**, **then parallel structure is used.**

Not parallel: Playing golf is more difficult *than* **to play baseball.**

Parallel: Playing golf is more difficult *than* playing baseball.

Not parallel: Writing poems no longer thrills me as much as **to sing songs.**

Parallel: Writing poems no longer thrills me as much as singing songs.

7) With Verbs:

When two or more verbs are linked to the same subject, be sure to make the verbs parallel **by not shifting tenses unnecessarily**.

Also, do not shift from an active to a passive verb.

Example 1: **Shift in voice**

Not parallel: Andrea liked Arnold, and Arnold **was also liked** by Amy.

Active verb Passive verb

Parallel: Andrea liked Arnold, and Amy also liked Arnold.

(both verbs are active)

Example 2: **Unnecessary shift in tense**

Not parallel: Dorothy traveled to China, **meets** many Chinese people and **made** friends with them.

Parallel: Dorothy traveled to China, met many Chinese people and made friends with them.

8) Lists after a Colon

☺ The form of all the items in the list should be retained.

Example:

Not parallel: The advantages of the mobile phone are diverse: to send messages, make calls, **saving calls**, and **deleting unwanted names**.

Parallel: The advantages of the mobile phone are diverse: to send messages, make calls, save calls, and delete unwanted names.

PARALLELED FORMS

Verbal

Example: **Reading, writing, and calculating** are fundamental skills that all of us should possess.

Parallel structure also applies to correlative conjunctions:

not only ... but also
both . . . and
neither nor
whether or
either or

Example: Either **you will do** your homework, or **you will fail**; it is that simple.

**NOTE: Correlative conjunctions must be used as pairs
(not only with but also)**

Repetition of structural signals such as **articles,
auxiliaries, **prepositions**, and **conjunctions****

NOTE: Repetition of prepositions is considered formal and is not necessary.

- You can travel **by car, by plane, by boat, or by train**; it's all up to you.
- You can travel **by car, plane, boat, or train**; it's all up to you.

Who and which constructions that are too wordy

- **Bad:** Nancy is a career-oriented young lady **and who can cook and clean**.
- **correct:** Nancy is a career-oriented young lady who can also cook and clean.

Repetition of who and that clauses

She is engaged to a man who works hard **and who donates his salary** to charity.

The company works diligently to ensure **that employees** know company policies and that they serve the clients properly

The prosperity of exoduster settlements depended on the yields of their farms. **9** Eventually, harvests in Nicodemus grew, which allowed residents to purchase lumber for their houses and attracted **10** banks, grocery stores, and other businesses. But the challenges of small-scale farming, **11** exacerbated and made worse by economic volatility, slowed the Great Exodus. By the twentieth century, Nicodemus had stopped growing, with many businesses moving away, and other exoduster communities had disappeared altogether. As settlers left

10

- A) NO CHANGE
- B) banks, grocery, stores
- C) banks; grocery stores,
- D) banks; grocery stores

CHOICE A	correct	Correct list parallel
CHOICE B	wrong	Wrong list parallel Missing (and) before the last item in the list
CHOICE C	wrong	Wrong list parallel Semi colon introduces a fragment
CHOICE D	wrong	Wrong list parallel Semi colon introduces a fragment

capacity for cognition. They used computed tomography scanning on a well-preserved *R. cucullatus* skull to create a virtual endocast, a 3-D model of the brain cavity. The team created similar models for eight of the dodo's presumed closest relatives, including several extant species, **19** they calculated the ratio of brain volume to total body mass for each specimen. The ratio for the dodo

19

- A) NO CHANGE
- B) also they
- C) and
- D) DELETE the underlined portion.

CHOICE A	wrong	(The team created ... and calculated) Verb parallel (, they calculated) is a comma splice
CHOICE B	wrong	(The team created ... and calculated) Verb parallel (, also they calculated) is a comma splice
CHOICE C	correct	(The team created ... and calculated) Verb parallel
CHOICE D	wrong	(The team created ... and calculated) Verb parallel (, calculated) missing and

zookeepers spend much of their time performing activities that do not involve contact with animals: cleaning cages, preparing food, and **35** they also conduct educational programs, to name a few. Still, most zookeepers report very high levels of job satisfaction. A major reason for their enthusiasm is that they regard

35

- A) NO CHANGE
- B) the conducting of
- C) conducting
- D) conduct

CHOICE A	wrong	(Cleaning preparing ... conducting) gerund parallel they also conduct is a wrong parallel
CHOICE B	wrong	(Cleaning preparing ... conducting) gerund parallel the conducting of is a wrong parallel
CHOICE C	correct	(Cleaning preparing ... conducting) gerund parallel conducting is a correct parallel
CHOICE D	wrong	Cleaning preparing ... conducting) gerund parallel conduct is a wrong parallel

CONCISION / WORDINESS / REDUNDANCY

Concision

- ☹️ Concise language is short and to the point.
- ☹️ Questions that involve concision want you to replace the selected part of the sentence with a simpler version that preserves the meaning and important information of the original.
- ☹️ Keep an eye out for repetitive words or phrases that could be combined to simplify sentences.

Style

- ☹️ Style questions can appear in several forms but are all based on the idea of maintaining the writing style throughout the passage.
- ☹️ Look for phrases or sentences that sound out of place because they are too casual or formal, or because they don't match the surrounding sentences in some way

Wordiness

- ☹️ On the test, wordiness is a grammatical error in which extra words or phrases are added to a sentence unnecessarily.
- ☹️ Concise writing is preferable because conciseness makes a sentence more understandable and easier to follow. Wordy sentences can be difficult to navigate and tough to comprehend.

Redundancy

- ☹️
- ☹️ If a word or phrase is redundant, it is unnecessary and can be eliminated without altering the meaning of the sentence.

Redundancy tends to be presented by introducing synonymous words that will be used to describe something when only one of the words is necessary.

- ☹️ Writing brief and concise sentences is a true skill.
- ☹️ Doing the opposite is what we call "wordiness".
- ☹️ Wordiness is a common mistake.
- ☹️ Writers are wordy when they use too many words in a sentence
- ☹️ many words in a sentence can be considered unnecessary or vague.

How to eliminate wordiness

1) Omit the filler phrases "it is," "there is," and "there are" at the beginning of sentences

☹️ Wordy

It is expensive to upgrade computer systems.

☹️ Concise

Upgrading computer systems is expensive.

2) Omit "this" from the beginning of a sentence by joining it to the preceding sentence with a comma.

☹️ Wordy

Licensing new cars has been banned in cities. This has lessened the ozone layer's depletion.

☹️ Concise

Licensing new cars has been banned in cities, lessening the ozone layer's depletion.

3) Change "**which**" or "**that**" constructions to an "**-ing**" word.

☹️ Wordy

The committee, which meets monthly, oversees accounting procedures and audits.

☹️ Concise

The committee, meeting monthly, oversees accounting procedures and audits.

4) Omit "**which**" or "**that**" altogether when possible.

☹️ Wordy

Because the fluid, which poisonous, was dumped into the river, the company that was negligent had to shut down.

☹️ Concise

Because the poisonous fluid was dumped into the river, the negligent company had to shut down.

5) Replace **passive verbs with active verbs** Unless you have a reason not to

☹️ Wordy

Forests are being destroyed by uncontrolled human activities.

☹️ Concise

Uncontrolled human activities are destroying forests.

6) Change "is" or "was" when they occur alone to a strong verb.

☹️ Wordy

A new fire curtain is necessary for the stage.

• Concise

☺️ The stage needs a new fire curtain.

7) Reduce wordy verbs.

🔴 is aware, has knowledge of -----> knows

🔴 is taking -----> takes

🔴 are indications -----> indicate

🔴 are suggestive -----> suggests

☹️ Wordy

The South African government was undergoing significant changes.

☺️ Concise

The South African government underwent significant changes.

8) Replace "should," "would," or "could" with strong verbs.

☹️ Wordy

The environmental council could see several solutions.

☺️ Concise

The environmental council saw several solutions.

9) Replace **prepositional phrases** with one-word modifiers when possible.

☹️ Wordy

The opinion of the working group increased the income in a tremendous way.

☹️ Concise

The working group opinion increased the income tremendously .

10) **Combine** two closely related short sentences by omitting part of one of them.

☹️ Wordy

The director is concerned about problems. Typical problems may occur with lighting, sound, and props.

☹️ Concise

The director is concerned about typical problems with lighting, sound, and props.

11) Always **follow this, that, these, and those with a noun**

☹️ wordy

I will take this. (This what?)

☹️ concise

I will take this dog.

12) Eliminate redundancies.

☹️ redundant

We will be home in a period of ten days.

☺️ concise

We will be home in ten days.

13) Use clear and straightforward language.

☹️ wordy

It has come to my attention that there is a vast proliferation of undesirable vegetation surrounding the periphery of this facility.

☺️ concise

I have noticed many weeds growing around the building.

14) Avoid starting sentences with "there is", "there are", or "it is".

- wordy

There are four officers who report to the captain.

- concise

Four officers report to the captain.

15) Eliminate **extra nouns**

☹️ wordy

Luis was interested in the data processing field

☺️ concise

Luis was interested in data processing.

16) Eliminate **filler words** such as "that", "of", or "up".

☹️ Wordy

I said that I was tired.

☺️ Correct:

I said I was tired.

☹️ wordy

I stepped off of the curb.

☺️ concise

I stepped off the curb.

☹️ wordy

I got up on the ladder

☺️ concise

I got on the ladder.

**17) Put the action of the sentence in the verb.
Don't bury it in a noun or blur it across the sentence.**

☹️ wordy

An evaluation of the procedures needs to be done.

☹️ concise

The procedures need to be evaluated.

☹️ concise

We need to evaluate the procedures.

18) Avoid unnecessarily inflated words.

Instead of	use
aware of,	know
facilitate	help
impact on	affect
create, carry out,	begin
subsequent to	after
utilize	use

EST

19) THAT

- 1) you should always put a *that* between the Reporting Verb and the thought.
- 2) If you drop the *that*, you might get confused for a moment as you read:
- 3) *The study indicates the problem.....*
- 4) At this stage, the author might be saying that *the study simply points out the problem.*
- 5) To avoid the ambiguity, EST prefers that **you keep the *that*.**
- 6) EST insists that the **following Reporting Verbs take *that* whenever you follow them with a clause** (a thought expressed in its own mini sentence).

Verb	Better
Agree	The criminals AGREED THAT gold would be the scam.
Claim	They CLAIMED THAT gold was growing scarce.
Contend	They CONTENDED THAT the price of gold would rise
Declare	They DECLARED THAT they had discovered gold.
Find	Investors FOUND THAT they could not get answers.
Indicate	An article INDICATED THAT the mine was worth less
Reveal	An investigation REVEALED THAT the gold was a mirage.
Rule	The court RULED THAT the criminals were guilty of fraud.
Show	This story SHOWS THAT crime does not pay.

- EST will insist on putting (*that*) after most other Reporting Verbs.
- Other common Reporting Verbs include:

announce, assert, believe, confess, demonstrate, doubt, expect, hold, know, mention, observe, proclaim, reason, recognize, repeat, state, think, and warn, as well as various forms with the verb be, such as be convinced, be certain, be assured, and so forth.

- The main exception to this pattern seems to be the **verb say**.
- Somewhat oddly, EST **does not require you to put *that* after the verb say**

20) Doubling of Words (*choose one*)

mutual agreement (agreement)	future prospects (prospects)
consensus of opinion (consensus)	reconsider again (reconsider)
whether or not (whether)	inadvertent error (error)

21) Intensifiers, Qualifiers (*omit or give specific details*):

very	really
extremely	definitely
a considerable amount of	to a certain extent

21) Catch-all Terms (*can sometimes omit*)

aspect	field	quality
case	kind	situation
fact	matter	sort
factor	nature	thing
feature	problem	type

weak	A surprising aspect of most labor negotiations is their friendly quality.
improved	Most labor negotiations are surprisingly friendly.

weak	The fact of the war had the effect of causing many changes.
improved	The war caused many changes.

AVOID REDUNDANCY

Redundancies are unnecessary, repetitious words.

- ☹️ They may appear before and after the main word.
- ☹️ They make your communication longer, but not better.
- ☹️ Omit (leave out) the repetitive word and start speaking and writing more clearly, accurately, and professionally.

The final conclusion was to close the bakery.

The conclusion was to close the bakery.

5 MOST COMMON REDUNDANCIES:

Wrong	reply back: They replied back yesterday.
Right	reply: They replied yesterday.
Wrong	repeat again: Could you repeat that again, please?
Right	repeat: Could you repeat that, please?
Wrong	return back: Raj returned back yesterday.
Right	return: Raj returned yesterday.
Wrong	cash money: Do you have any cash money?
Right	cash: Do you have any cash?
Wrong	very unique: Your dress is very unique!
Right	unique: Your dress is unique!

MORE COMMON REDUNDANCIES

Wrong	Right
actual facts	facts
added bonus	bonus
all-time record	record
alternative choice	alternative
armed gunman	gunman
ask a question	ask
assemble together	assemble
at the present time	at present
bald-headed	bald
basic essentials	essentials
basic fundamentals	fundamentals
best ever	best
biography of his/ her life	biography
bouquet of flowers	bouquet
brief moment	moment
classify into groups	classify
compete with each other	compete
current trend	trend
depreciate in value	depreciate
desirable benefits	benefits
disappear from sight	disappear
end result	result
estimated at about	estimated at

The prosperity of exoduster settlements depended on the yields of their farms. **9** Eventually, harvests in Nicodemus grew, which allowed residents to purchase lumber for their houses and attracted **10** banks, grocery stores, and other businesses. But the challenges of small-scale farming, **11** exacerbated and made worse by economic volatility, slowed the Great Exodus. By the twentieth century, Nicodemus had stopped growing, with many businesses moving away, and other exoduster communities had disappeared altogether. As settlers left the region, Nicodemus became the only original exoduster town to endure to the present day. It remains, in the words of a 1996 congressional bill establishing it as a National Historic Site, "symbolic of the pioneer spirit of African Americans who dared to leave the only region

11

- A) NO CHANGE
- B) exacerbated and worsened
- C) exacerbated
- D) made worse by exacerbation

CHOICE A	wrong	Exacerbated and made worse are redundant and have the same meaning
CHOICE B	wrong	Exacerbated and worsened are redundant and have the same meaning
CHOICE C	correct	Exacerbated is giving the required meaning without redundancy
CHOICE D	wrong	Made worse by exacerbation is a double meaning

Questions 23-33 are based on the following passage and supplementary material.

VISTA Offers New Perspectives

Considering her options after graduation, college student Shauntia Dyson **23** thought about what she might do and decided that she wanted to use her skills to help people struggling with the challenges of poverty. A

23

- A) NO CHANGE
- B) mulled over her future plans and decided
- C) made a choice, deciding
- D) decided

CHOICE A	wrong	Thought about / decided are redundant and have the same meaning
CHOICE B	wrong	Mulled over / decided are redundant and have the same meaning
CHOICE C	wrong	Made a choice / deciding are redundant and have the same meaning
CHOICE D	correct	decided is giving the required meaning without redundancy

augmentation. Since actors remained audible under all of these **27** conditions and circumstances, the mystery of the theater's acoustics endured.

27

- A) NO CHANGE
- B) conditions and in these situations,
- C) conditions and were able to be heard,
- D) conditions,

CHOICE A	wrong	conditions / circumstances are redundant and have the same meaning
CHOICE B	wrong	conditions / situations are redundant and have the same meaning
CHOICE C	wrong	Conditions and they were able to be heard wordy
CHOICE D	correct	The word Conditions is giving the required meaning without redundancy

Pronoun case
pronoun Antecedent

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person singular	I	Me	My	Mine	Myself
2nd person singular	You	You	Your	Yours	Yourself
3rd person singular (male)	He	Him	His	His	Himself
3rd person singular (female)	She	Her	Her	Hers	Herself
3rd person	It	It	Its		Itself
1st person (plural)	We	Us	Our	Ours	Ourselves
2nd person (plural)	You	You	Your	Yours	Yourselves
3rd person (plural)	They	Them	Their	Theirs	Themselves

Pronoun case Pronoun Antecedent

Pronoun Case is really a very simple matter. There are three cases.

- ☺ Subjective case: pronouns used as subject.
- ☺ Objective case: pronouns used as objects of verbs or prepositions.
- ☺ Possessive case: pronouns which express ownership.

Pronouns as Subjects	Pronouns as Objects	Pronouns that show Possession
I	me	my (mine)
you	you	your (yours)
he, she, it	him, her, it	his, her (hers), it (its)
we	us	our (ours)
they	them	their (theirs)
who	whom	whose

Some problems of case:

- ☺ In compound structures, where there are two pronouns or a noun and a pronoun, **drop the other noun for a moment**.
- ☺ Then you can see which case you want.

Bob and **me** travel a good deal.

(Would you say, "**me** travel"?)

He gave the flowers to Jane and **I**.

(Would you say, "he gave the flowers to **I**"?)

- ☺ In comparisons.
- ☺ Comparisons usually follow **than** or **as**:

☺ He **is** taller **than** I (**am** tall).

☺ This helps **you as** much **as** (it helps) **me**.

☺ he **is as** noisy **as** I (**am**).

☹️ **Comparisons are really shorthand sentences which usually omit words, such as those in the parentheses in the sentences above.**

☹️ **If you complete the comparison in your head, you can choose the correct case for the pronoun.**

wrong: **He** is taller than **me**.

(Would you say, "than me am tall"?)

Pronoun Case

Case is the form of a pronoun that shows the reader how it functions in a sentence.

The three pronoun cases are **subjective, objective, and possessive**.

Three Types of Pronoun Case

1. Subjective

Subjective pronouns function as the **subjects in clauses**.

Ex of subj: They have the flu.

Ex of subj: After he hit the golf ball, Nick walked to the next tee.

**subjective pronouns are
I, he, she, it, we, you, they, who, whoever.**

2. Objective

Objective pronouns function as **the objects in clauses**.

Ex: **Brendan gave me the flu.**

(In this example, me is the direct object of the verb "gave.")

Ex: **Their opinion of him has suffered.**

(In this example, him is the object of the preposition "of.")

**objective pronouns are
me, him, her, it, us, you, them, whom, whomever.**

3. Possessive

Possessive pronouns show ownership in clauses.

Ex: I am sick of **his** thought.

Ex: **Her** umbrella is cute.

**possessive pronouns are
my, mine, his, hers, our, ours, your, yours, their, theirs, whose.**

Tips for Pronoun Case:

- If the object of a preposition is a pronoun, that pronoun will always be objective case.

Ex: My friends get late. I have been waiting **for them** since noon .

- If a pronoun follows any form of the verb "to be" (am, are, is, was, were, be, been), the pronoun will always be subjective case.

Ex: The game is over, and the winner is **she** .

Pronoun-Antecedent Agreement

Pronoun

A pronoun is a substitute for a noun. It refers to a person, place, thing, feeling, or quality but does not refer to it by its name.

Antecedent

An antecedent is the word, phrase, or clause to which a pronoun refers, understood by the context.

Agreement

A pronoun must agree with its antecedent in three ways:

- ☹️ **Person refers to the quality of being.**
- ☹️ **Number is the quality that distinguishes between singular (one entity) and plural (numerous entities).**
- ☹️ **Gender is the quality that distinguishes the entities as masculine or feminine.**

pronoun antecedent

Person

Incorrect Sentence

If a **person** wants to succeed in corporate life, **you** have to know the rules of the game.

Explanation

Antecedent	<i>a person</i> (third person)
Pronoun	<i>you</i> (second person)
Conclusion	no person agreement

Solution

Although the antecedent and the pronoun agree in number, they do not agree in person.

This problem can be remedied in two ways.

Solution	Example
Change the second person singular, <i>you</i> , to a third person singular pronoun.	If a person wants to succeed in corporate life, he or she has to know the rules of the game.
Change the third person singular antecedent, <i>a person</i> , to a second person singular antecedent.	If you want to succeed in corporate life, you have to know the rules of the game.

Number

Incorrect Sentence

If **anybody** wants to succeed in corporate life, **they** have to know the rules of the game.

Explanation

Antecedent	<i>anybody</i> (third person singular)
Pronoun	<i>they</i> (third person plural)
Conclusion	no number agreement

Solution

Although the antecedent and pronoun agree in person, they do not agree in number. This problem can be remedied in two ways

Solution	Example
Make the antecedent plural.	If people want to succeed in corporate life, they have to know the rules of the game.
Make the pronoun singular.	If anybody wants to succeed in corporate life, he or she has to know the rules of the game.

Gender

Incorrect Sentence

If a **person** wants to succeed in corporate life, **he** has to know the rules of the game.

Explanation

Antecedent	<i>a person</i> (third person neutral singular)
Pronoun	<i>he</i> (third person masculine singular)
Conclusion	no gender agreement

Solution

Even though there is person and number agreement between the antecedent, a person, and the pronoun, he, there is no gender agreement; in other words, the language appears to favor one sex over the other.

This problem can be remedied in two ways.

Solution	Example
Replace the pronoun <i>he</i> with <i>he or she</i> .	If a person wants to succeed in corporate life, he or she has to know the rules of the game.
Make the entire sentence plural.	If people want to succeed in corporate life, they have to know the rules of the game.

COMMON PROBLEMS

1. Pronoun refers to the wrong antecedent

Our sun is mostly made up of **hydrogen and helium**, but the hot **temperatures** have ionized **it** into a state called plasma.

Correct: Our sun is mostly made up of hydrogen and helium, but the hot temperatures have ionized **these gases** into a state called plasma.

Correct: Our sun is mostly made up of **hydrogen and helium**, but the hot temperatures have ionized **them** into a state called plasma.

2. The pronoun has no antecedent

Be aware too that the antecedent should be in the possessive case.

Incorrect: In Shakespeare's sonnets, **he** often analyzes the effects of time.

Correct: **In his sonnets**, Shakespeare often analyzes the effects of time.

3- unclear antecedent

A pronoun's antecedent must be **clear**.

Incorrect: I never go to **that place** because **they** have stale bread.
(What does they refer to? Both I and place are singular.)

Correct: I never go to **that place** because **it** has stale bread.

When the antecedent is a different gender, person, or number than the pronoun it is supposed to replace; this is sometimes called a "faulty co-reference."

Incorrect: **Politics** is my favorite subject. **They** are such fascinating people.

Correct: Politics is my favorite subject. **Politicians** are such fascinating people.

Faulty co-reference may also occur with adverbs that do not replace an adverbial expression or pronouns that do not replace nouns.

Incorrect: He ought to speak French well. He lived **there** for twenty years.

Correct: He ought to speak French well. He lived **in France** for twenty years.

4. Ambiguous Antecedent

Sometimes there may be more than one word that the pronoun refers to.

In that case, it may be better not to use the pronoun.

Incorrect: The **suitcase** was on the **plane**, but now **it's** gone.

(What is gone? The **suitcase** or the **plane**?)

Correct: The **suitcase** was on the **plane**, but now the **suitcase** is gone.

OR

The suitcase was on the plane, but now **the plane** is gone.

(Depends on which you mean...)

At the end of the Reconstruction era that followed the American Civil War, tens of thousands of black former slaves left the southern United States **1** for finding social and economic opportunity in the western states and territories. The movement was known as the Great Exodus, and **2** their participants came to be

2

- A) NO CHANGE
- B) his or her
- C) its
- D) one's

CHOICE A	wrong	The movement is the antecedent The correct pronoun cannot be their
CHOICE B	wrong	The movement is the antecedent The correct pronoun cannot be his or her
CHOICE C	correct	The movement is the antecedent The correct pronoun is its
CHOICE D	wrong	The movement is the antecedent The correct pronoun cannot be one's

nonprofit or public agency in a low-income community.

In 2016, Dyson began her VISTA service at the Forsyth Farmers' Market in Savannah, **24** Georgia, where, in exchange for a modest salary and benefits, she supports the organization in its mission of offering locally produced food options to people in the Savannah area.

Dyson and **25** their fellow VISTA members, or VISTAs, have made an excellent decision, one that will benefit them now and in the future.

25

- A) NO CHANGE
- B) its
- C) her
- D) one's

CHOICE A	wrong	Dyson is the antecedent The correct pronoun cannot be their
CHOICE B	wrong	Dyson is the antecedent The correct pronoun cannot be its
CHOICE C	correct	Dyson is the antecedent The correct pronoun is her
CHOICE D	wrong	The movement is the antecedent The correct pronoun cannot be one's

creative with his stunts. He used a full-scale replica of two floors of Los Angeles's International Savings Building and set **16** them on the roofs of progressively taller buildings: **17** that is, he placed the replica on a platform atop a two-story building, then a seven-story building, then a thirteen-story building. The **18** hoax allowed Lloyd to climb only a few stories at a time while always perpetuating the illusion that he was climbing several

16

- A) NO CHANGE
- B) those
- C) these
- D) it

CHOICE A	wrong	replica is the antecedent The correct pronoun cannot be them
CHOICE B	wrong	replica is the antecedent The correct pronoun cannot be those
CHOICE C	wrong	replica is the antecedent The correct pronoun cannot be these
CHOICE D	correct	replica is the antecedent The correct pronoun is it

CONJUNCTIONS

Conjunction is a word which is used to link a word or a group of words to the other part of the sentences and it shows the relationship between them. There are four kinds of Conjunction as follow:

- 1) Coordinating Conjunctions
- 2) Correlative Conjunctions
- 3) Subordinating Conjunction
- 4) Adverbial Conjunctions/Linking Adverbs

1) COORDINATING CONJUNCTIONS

☺ They can join a single word like noun, pronoun, adjective, verb, adverb. They can also join phrases or clauses.

☺ There are seven Coordinating conjunctions. they are called **FANBOYS**.

☺ They are **For / And / Nor / But / Or / Yet / So**.

Function of Coordinating Conjunctions

For: is used to show a reason or a cause.

Example: We come here, for we want learn English.

And: is used to show additional information.

Example: She misses me, and she also loves me.

Nor: is used to show impossible result.

Example: She doesn't love you, nor does she pity you.

But: is used to show the difference

Example: he has many friends, but he feels lonely.

Or: is used to show another choice.

Example: Students must learn their lesson, or they will fail the exams.

Yet: is used to show unexpected result.

Example: We study hard, yet we still fail our exams.

So: is used to show the result.

Example: She is very beautiful and friendly, so everybody falls in love with her.

Punctuating Coordinate Conjunctions

Independent clause (, + **coordinating conjunction**) **independent clause**

I made my suitcase. I am ready to travel.

*I made my suitcase, **and** I am ready to travel.*

When the conjunction is used at the end of a series, it is usually preceded by a comma in American English.

I have English, math, **and** science homework .

2) CORRELATIVE CONJUNCTION

1) Either...Or

Either the politician or his aide will speak to the media this afternoon.

2) Neither...Nor

Neither the politician nor his aide will speak to the media this afternoon.

3) Not only...But Also

Not only the politician but also his aide will speak to the media this afternoon.

4) Both...And

Both the politician and his aide will speak to the media this afternoon.

5) Between...And (never "Between...Or")

Between the politician and his aide, the latter is far more interesting to listen to.

6) As...As

The aide is as interesting a speaker as the politician.

7) More/Less...Than

The politician's aid is a more interesting speaker than the politician himself.

8) So/Such...That

The politician was such a boring speaker that half the audience fell asleep.

9) From...To

The politician's speech covered topics ranging from the economy to the environment.

Correlative conjunctions are used to emphasize the elements that join together.

These are the most important four pairs of Correlative conjunctions

- 1)Bothand.....
- 2)Eitheror.....
- 3)Neither.....nor.....
- 4)Not onlybut also.....

Example:

- I drink both wine and beer. (noun with noun)
- She either eats cake or drink beer. (verb with verb)
- He is neither famous nor popular. (adjective with adjective)
- She speaks not only sweetly but also softly. (adverb with adverb)

Definition:

Correlative conjunctions work in pairs to join words, phrases, or clauses.

Joining words:

My uncle is not only a doctor but also a pharmacist.

Joining phrases:

All of these clothes are either too small or worn out .

Joining clauses:

Either Monica will bring drinks, or she will bring brownies.

Correlative conjunctions are stronger than coordinating conjunctions and emphasize the relationship between the ideas being joined.

Notice the difference in the following sentences:

Cats and dogs make good pets.

Both cats and dogs make good pets.

Ron or Davie found my bicycle.

Either Ron or Davie found my bicycle.

Watch the placement of the parts of the conjunction.

Correlative conjunction parts have to be followed by the same parts of speech .

Not only + subject But also + subject
Not only + verb But also + verb
Not only + adjective But also + adjective

Confusing: *Either you must bring in your permission slip or stay home.*

(The reader is left hanging waiting for the second clause.)

Better: *You must either bring in your permission slip or stay home.*

(You must do one of these two actions.)

Also better: *Either you must bring in your permission slip, or you must stay home.*

Confusing: *It was not only a long movie but also exciting.*

Better: *The movie was not only long but also exciting.*

Better: *It was not only a long movie but also an exciting one.*

Confusing: *Jeremy not only won a trophy but also money.*

Better: *Jeremy won not only a trophy but also money.*

3) SUBORDINATING CONJUNCTION

word or phrase that joins unequal elements.

One element is called “main clause” and another is called “subordinate clause” which cannot stand alone.

Common Subordinating Conjunctions are

<i>after</i>	<i>how</i>	<i>though</i>
<i>although</i>	<i>if</i>	<i>till</i>
<i>as</i>	<i>in order that</i>	<i>unless</i>
<i>as if</i>	<i>once</i>	<i>until</i>
<i>as far as</i>	<i>provided (that)</i>	<i>when</i>
<i>as long as</i>	<i>rather than</i>	<i>whenever</i>
<i>as soon as</i>	<i>since</i>	<i>where</i>
<i>as though</i>	<i>so long as</i>	<i>wherever</i>
<i>because</i>	<i>so (that)</i>	<i>whether</i>
<i>before</i>	<i>so that</i>	<i>while</i>
<i>even if</i>	<i>than</i>	<i>why</i>
<i>even though</i>	<i>that</i>	

Example:

- She is honest **although** she is poor.

Since it is late now, we cannot find anything to eat .

Whatever you say , I will agree with you .

The subordinating conjunction shows a relationship between two clauses.

Definition:

Stronger connection with subordinating conjunction:

Subordinating conjunctions introduce adverb or noun clauses. Adverb clauses tell **how, why, to what extent, and under what conditions** something happened.

Punctuating subordinating conjunctions

Dependent clause starting with subordinate conjunction +, + independent clause
If you flip the sentence, you won't need a comma .

If the subordinating conjunction is **at the beginning of the sentence**

(making the dependent clause an introductory dependent clause)

the sentence needs a comma between the two clauses.

*We might get wet **because** it is raining hard.*

***Because** it is raining hard, we might get wet.*

4) ADVERBIAL CONJUNCTIONS / CONJUNCTIVE ADVERB

join two independent clauses.

show the relationship between two sentences.

express the result, contrast, or continuation.

connect ideas, but it is stronger.

show a more specific relationship and act as transitions between clauses.

combine, compare, contrast, emphasize, summarize, illustrate sequences

A list of the more common ones, organized by function

Adding Information	Cause and Effect
also	accordingly
finally	consequently
furthermore	hence
in addition	therefore
moreover	thus

Contrast	Changing Direction
by contrast	anyway
instead	incidentally
however	meanwhile
nevertheless	next
nonetheless	still

Similarity	Emphasis
equally	indeed
likewise	in fact
similarly	undoubtedly

Formula

independent + (;) or (.) + **Linking Adverb** + (,) + independent

Example:

☹️	They have never learned their lessons; as a result , they failed to score in the test.
☹️	He tries to satisfy her; however , she doesn't love him.
☹️	You pity me; moreover , you give me some money.
☹️	Please stop chatting; otherwise , I will punish you.

Punctuating Conjunctive Adverbs

When used in a simple sentence as a non-essential expression within the same clause, the conjunctive adverb has commas around it because it is not grammatically a part of the sentence.

We are, however, not ready to go.

If it is used to combine two clauses, a semicolon is used before the conjunctive adverb, and a comma after it

I am ready; however, you are not.

Sentences with conjunctive adverbs can also be written as separate clauses.

I am ready. However, my sister is not.

When (however) comes at the beginning of the sentence, it will be an introductory word and gets separate from the clause by a comma

However, the medicine did not cure me.

TRANSITIONS

Transitions are words and phrases that serve as **bridges** which connect one idea to the next
one sentence to the next

WHEN	USE
------	-----

THE TWO SENTENCES GO THE SAME DIRECTION	(TRANSITIONS OF SUPPORT)
THE TWO SENTENCES GO DIFFERENT DIRECTIONS	(TRANSITIONS OF CONTRAST)
ONE SENTENCE CAUSES EFFECT ON THE OTHER ONE	(TRANSITIONS OF CAUSE AND EFFECT)

HOW TO APPROACH

1) Make sure that there are not too many Transitions in the sentence.
2) If any of them got a grammatical mistake or a punctuation mistake, <u>it should be eliminated.</u>
3) Questions testing transitions are more about meaning than grammar. Answers may be grammatically correct but still wrong in meaning.
4) If answer choices do not have grammatical or punctuation mistakes, <u>read the two sentences enclosing the transitional word</u> of every answer choice.
5) When you encounter <u>two transitional words of the same type or same family</u> , they are both most probably eliminated.
6) If the two sentences enclosing the transitional word GO SAME DIRECTION , pick up an answer choice of the SUPPORT TYPE .
7) If the two sentences enclosing the transitional word GO DIFFERENT DIRECTIONS , pick up an answer choice of the CONTRAST TYPE .
8) If one of the two sentences enclosing the transitional word is CAUSING AN EFFECT ON THE OTHER ONE , pick up an answer choice of the CAUSE AND EFFECT TYPE .
9) You choose a transition that connects the two sentences and corrects any mistakes.

Incorrect: The obvious reason for the construction of the Great Wall of China was protection, **since** China had no powerful enemies at the time construction first began.

The two halves of the sentence express opposing ideas, so a contradictor is needed.

Correct: The obvious reason for the construction of the Great Wall of China was protection, **but** China had no powerful enemies at the time construction first began.

1. Although women in cities from New York to Boston demanded equality in academic opportunities, most East Coast universities did not yield to such demands. In fact, coeducational balance did not become a prominent issue for East Coast admissions officers until the 1960s.

- A) NO CHANGE
- B) In addition,
- C) For example,
- D) Be that as it may,

2. As it turned out, Senator Aldrich did not plan his Jekyll Island trip for relaxation purposes. Therefore, he confidentially planned the weeklong affair to confer with Wall Street executives for a specific purpose—to draft a banking reform bill that would create a centralized American banking system.

- A) NO CHANGE
- B) Nevertheless,
- C) Instead,
- D) Afterwards,

3. Some conservatives claim that America was founded as a Christian nation by devout men who sought to establish a system of law and governance based on the Bible. More secular voices, **in summary**, have argued that the "Christian nation" concept is a misnomer.

- A) NO CHANGE
- B) likewise,
- C) for instance,
- D) on the other hand,

Examples of transition words and phrases

Also called **connecting or linking words**, **transition words and phrases** help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, **making them easier to read**.

Cause, Purpose, or Intent Transition Words

Use these linking words and phrases when you want to indicate cause, intent, or condition.

Example: "We can probably finish this hike in less than two hours, as long as we stick to the marked trails and don't stop too often to rest."

- ☺ As
- ☺ As long as
- ☺ Because
- ☺ Because of
- ☺ Due to
- ☺ For
- ☺ For the reason that
- ☺ For the purpose of
- ☺ Given that
- ☺ In order to
- ☺ If...then
- ☺ In case of
- ☺ In light of
- ☺ On condition of
- ☺ Only if
- ☺ Out of fear of
- ☺ Outside of
- ☺ On account of
- ☺
- ☺ Only with
- ☺ Only in
- ☺ Owing to
- ☺ Provided that
- ☺ Since
- ☺ Seeing as
- ☺ Unless
- ☺ When
- ☺ Whenever
- ☺ Whether
- ☺ While

Effect, Consequence, or Result Words & Phrases

These connecting words and phrases demonstrate effects or results, and are sometimes used to denote consequences that occur after the fact (using time words like "after" and "then").

Example: "Kevin never changed the oil in his car ; as a result, the engine seized and he had to pay \$2000 to get it replaced."

- ☹ Accordingly
- ☹ Finally
- ☹ Consequently
- ☹ Hence
- ☹ So
- ☹ Therefore
- ☹ Thus
- ☹ In that case
- ☹ Henceforth
- ☹ In that case
- ☹ As a result
- ☹ Due to circumstances
- ☹ Then
- ☹ Because of that
- ☹ In light of that
- ☹ For that reason
- ☹ Therefore

Comparison or Agreement Transition Words

These transition phrases and words reinforce the concepts and ideas directly preceding them, or enable the reader to directly compare two preceding statements, ideas, or concepts.

Example: "Smoking gives you bad breath. Moreover, it is harmful to your health."

- ☺ Moreover
- ☺ Comparatively
- ☺ Similarly
- ☺ In similar fashion
- ☺ Identically
- ☺ Likewise
- ☺ Furthermore
- ☺ In addition
- ☺ In light of
- ☺ In the same vein
- ☺ Equally
- ☺ Additionally
- ☺ As a matter of fact
- ☺ First of all
- ☺ In the first place
- ☺ Like
- ☺ Then
- ☺ As
- ☺ Compared to
- ☺ Although
- ☺ Likewise
- ☺ Too
- ☺ In the same way
- ☺ Of course
- ☺ In addition to
- ☺ Identically
- ☺ Part and parcel of
- ☺ By the same token
- ☺ Not only
- ☺ But also

Contrast or Contradiction Words & Phrases

Use these transition words and phrases to point out differences in ideas, or suggest to the reader that there are alternative ideas to consider.

Example: **The engineers said the bridge was now safe; however, no one wanted to risk crossing it.**

- ☹ However
- ☹ Conversely
- ☹ Despite
- ☹ In spite of
- ☹ Besides
- ☹ Nonetheless
- ☹ Nevertheless
- ☹ Be that as it may
- ☹ On the contrary
- ☹ Otherwise
- ☹ In reality
- ☹ Despite
- ☹ Although
- ☹ Then again
- ☹ Regardless
- ☹ After all
- ☹ While
- ☹ But
- ☹ Even though
- ☹ Whereas
- ☹ Rather than
- ☹ Even so
- ☹ Even though
- ☹ Unlike
- ☹ Yet
- ☹ After all
- ☹ At the same time
- ☹ Even so
- ☹ And yet
- ☹ In contrast with

Sequence and Time Transition Words

Convey a sequence of events or the structure and limits of time with these transition words.

Example: He had previously done little against the mistakes and was **subsequently** punished for his laziness.

- ☺ After
- ☺ Before
- ☺ Currently
- ☺ Eventually
- ☺ Finally
- ☺ Formerly
- ☺ Immediately
- ☺ Initially
- ☺ Lastly
- ☺ Later
- ☺ Meanwhile
- ☺ Next
- ☺ Previously
- ☺ Simultaneously
- ☺ Soon
- ☺ Subsequently
- ☺ To begin with
- ☺ All of a sudden
- ☺ Henceforth
- ☺ During
- ☺ Prior to
- ☺ At the same time
- ☺ In an instant
- ☺ Now that
- ☺ Quickly
- ☺ Once in awhile
- ☺ In time
- ☺ Right this minute
- ☺ Not a second too soon

Transition Words for Place and Location

Use these transition words to indicate location, presence, and state .

Example: "The town finally voted to build a new high school adjacent to the old railway station."

- ☺ Above
- ☺ Over
- ☺ Under
- ☺ Between
- ☺ Beyond
- ☺ By
- ☺ Next to
- ☺ Below
- ☺ Behind
- ☺ Around
- ☺ Opposite
- ☺ Adjacent
- ☺ Central to
- ☺ In the background
- ☺ To the right/left
- ☺ In the back/front
- ☺ In front of
- ☺ Further
- ☺ Nearer
- ☺ Alongside
- ☺ In proximity to
- ☺ Kitty-corner to/from
- ☺ Across from
- ☺ In the vicinity of
- ☺ Inward
- ☺ Outward
- ☺ Amid
- ☺ Across
- ☺ On the horizon
- ☺ In the distance

Summarizing and Concluding Transition Words

Use these connecting words and phrases to summarize ideas and concepts, convey conclusions to readers, or restate particular ideas and concepts.

Example: "Generally speaking, commuting into the city usually takes me an hour, except on rainy or snowy days, when it can take as many as 3 hours to get to work."

- ☺ Briefly
- ☺ In brief
- ☺ Overall
- ☺ In summary
- ☺ To sum up
- ☺ To summarize
- ☺ In the final analysis
- ☺ Mostly
- ☺ For the most part
- ☺ At the end of the day
- ☺ After all is said and done
- ☺ In essence
- ☺ By and large
- ☺ Overall
- ☺ On balance
- ☺ Altogether
- ☺ In the short run
- ☺ As noted,
- ☺ All things considered
- ☺ Hence
- ☺ In conclusion
- ☺ Thus
- ☺ To conclude
- ☺ All in all
- ☺ As demonstrated
- ☺ As discussed,
- ☺ As decided
- ☺ As indicated
- ☺ Finally

Examples, Emphasis, and More Information

This group of linking words and phrases will help illustrate, add more information, and provide examples for readers.

Example: **"There were a number of accidents and breakdowns on the highway today .surprisingly, I still made it to school on time."**

- ☺ Besides
- ☺ Furthermore
- ☺ In addition
- ☺ Indeed
- ☺ Moreover
- ☺ For example
- ☺ For instance
- ☺ In particular
- ☺ Particularly
- ☺ Specifically
- ☺ To illustrate
- ☺ To demonstrate
- ☺ Namely
- ☺ In detail
- ☺ To explain
- ☺ Such as
- ☺ Frequently
- ☺ In this case
- ☺ Putting it another way
- ☺ That is
- ☺ By all means
- ☺ In general
- ☺ Generally
- ☺ Truly
- ☺ Surely
- ☺ Hypothetically
- ☺ Putting it differently
- ☺ Significantly

Advanced study

in some rare cases , you encounter two transitions of the same family , and one of them is correct ; therefore , we need to know the differences between the transitions of the same family

DIFFERENCES AMONG TRANSITIONS OF THE SAME TYPE

Contrast transitions

Expression	Function	Example
In contrast	Shows contrast between two comparable things Synonymous with “ but ” Not synonymous with “ despite this ”	Northern regions experienced record snowfall last year. In contrast, southern regions had one of the mildest winters on record. NOT: I've had breakfast; in contrast, I'm still hungry.
However	Shows contrast between comparable things or between expectation and reality Synonymous with “ but ” and “ despite this ”	Northern regions experienced record snowfall last year. However, southern regions had one of the mildest winters on record. (contrasting two similar things) The research clearly shows the risks. However, incidence of smoking is increasing rapidly in developing countries. (contrasting expectation and reality) I've had breakfast; however, I'm still hungry.
On the contrary	Opposition (not x but y). Follows a negative statement and elaborates	The island was nothing like the tropical paradise we had expected. On the contrary, it was noisy, dirty, and completely unrelaxing! (In academic writing, the phrase “contrary to” is far more common: Contrary to the tropical paradise we had expected, the island was noisy, dirty, and completely unrelaxing.)
On the other hand	Comparison of two choices or two sides of an issue	Buying lottery tickets is probably a waste of money. On the other hand, it might be the best investment you could ever make!
Nevertheless, Nonetheless	Shows contrast between expectation and reality Synonymous with “ but ” and “ despite this ”	The research clearly shows the risks. Nevertheless, incidence of smoking is increasing rapidly in developing countries. I've had breakfast; nevertheless, I'm still hungry.

Comparison of transitions of contrast

	Shows contrast between two comparable things	Shows contrast between expectation and reality	Compares two choices or sides of an issue	Shows opposition (not X but Y). Follows negative statement.	Shows opposition. Does not follow a negative statement.	Synonymous with "but"	Synonymous with "despite this"
<i>Contrary to</i>					√		

In contrast	√					√	
However	√	√	√			√	√
Nevertheless		√				√	√
Nonetheless		√				√	√
On the contrary				√			
On the other hand			√			√	

Addition transitions

Expression	Function	Example
Also	Almost interchangeable with "and." Prefers identical subjects and usually appears after the subject.	The community is working to meet the needs of its citizens. The Town Council has just authorized a new senior center for the elderly. It has also implemented new social programs for teens and will be discussing a pre-school program at the next meeting.
Besides	Used as a transitional adverb, "besides" adds information emphatically. It implies that previous information can be disregarded because the new information is so powerful.	I'm not planning to accept the job in Boston. It doesn't offer enough research funding, and Boston is too cold for me. Besides, I've already accepted a position at UNC.
Furthermore	Usually used when three or more reasons (or premises) are given for the same conclusion	Moderate exercise has many beneficial effects. It lowers blood pressure, reduces weight, and improves overall muscle tone. Furthermore, it has the added benefit of releasing endorphins, generally improving the mood of those who exercise.
In addition, Additionally	More formal than "and." Used for joining sentences. Prefers non-identical subjects and appears before the subject.	The community is working to meet the needs of its citizens. The Town Council has just authorized a new senior center for the elderly. In addition, the Parks Department has instituted a summer arts program for teens.
In addition to	Use when adding a noun phrase to a sentence. Verbs in this phrase take the -ing form.	In addition to building a new senior center for the elderly, the community has implemented a free senior transportation system. In addition to the new senior center, there is a new transportation system.
Moreover	Usually used when two or more reasons (or premises) are given for the same conclusion	The Senator's remarks have outraged the liberals; moreover, they have alienated the conservatives. He will surely suffer in the next election.

Cause-Effect transitions

Expression	Function	Example
<i>Consequently</i>	Signals causal relationship	<i>He was absent over 50% of the time and missed the final exam. Consequently, he failed the course.</i>
<i>Therefore</i>	Signals causal relationship. Also signals a logical conclusion or reasonable inference.	<i>He was absent over 50% of the time and missed the final exam. Therefore, he failed the course.</i> <i>He has failed several courses this year. Therefore, I think it's likely that he'll change his major.</i>
<i>For this/that reason</i>	Signals causal relationship when reason is explicitly stated.	<i>She was an excellent intern last summer. For this reason, I'm willing to hire her for the new full-time position.</i>
<i>Hence, Thus</i>	Same as "therefore" but more formal. Both of these can be used to introduce phrases rather than complete sentences.	<i>The grant is nearing the end of its cycle. Thus, we're actively seeking funding.</i> <i>The grant is nearing the end of its cycle. Hence, the search for new funding.</i>
<i>In that case</i>	Signals a conditional relationship, like if->then	<i>Water may reach flood stage by morning. In that case (if that happens), the National Guard will come to assist.</i>

The prosperity of exoduster settlements depended on the yields of their farms. **9** Eventually, harvests in Nicodemus grew, which allowed residents to purchase lumber for their houses and attracted **10** banks, grocery stores, and other businesses. But the challenges of small-

9

- A) NO CHANGE
- B) Still,
- C) Rather,
- D) Next,

CHOICE A	wrong	At this point, you are not making a conclusion, so A is wrong
CHOICE B	wrong	The 2 sentences enclosing the transition are supporting each other B AND C belong to the contradiction family and they are both eliminated
CHOICE C	wrong	The 2 sentences enclosing the transition are supporting each other B AND C belong to the contradiction family and they are both eliminated
CHOICE D	correct	The 2 sentences enclosing the transition are supporting each other B AND C belong to the contradiction family and they are both eliminated At this point, you are not making a conclusion, so A is wrong D is a correct choice

cucullatus), a large, flightless **12** bird. This was a bird that was endemic to the Indian Ocean island of Mauritius and likely went extinct by the year 1693. **13**

Consequently, the dodo has been depicted as an unintelligent, oddly shaped animal with tiny wings and a clumsy demeanor—a veritable buffoon of a bird. **14**

However, Hume and others have shown that the dodo

13

- A) NO CHANGE
- B) Traditionally,
- C) Therefore,
- D) Similarly,

CHOICE A	wrong	No cause and effect is introduced Choice A and choice C are wrong
CHOICE B	correct	Read The 2 sentences enclosing the transition Second sentence expands the first one No similarity is introduced Choice D is wrong No cause and effect is introduced Choice A and choice C are wrong Traditionally introduces supportive expansion Choice B is correct
CHOICE C	wrong	No cause and effect is introduced Choices A and choice C are wrong
CHOICE D	wrong	Second sentence expands the first one no similarity is introduced Choice D is wrong

carbon microsheets uneven and porous. According to Pol, openings in the surface made the anodes' absorption of ions more efficient; **6** on the other hand, the batteries charged faster. In addition, the anodes retained about 13 percent more **7** of them than do conventional **8** anodes which meant that the batteries could provide more electricity before needing to be recharged than conventional batteries can.

6

- A) NO CHANGE
- B) likewise,
- C) as a result,
- D) by the same token,

CHOICE A	wrong	Two sentences are not contradicting Choices A is wrong
CHOICE B	wrong	No similarity is introduced between the two sentences Choice B is wrong
CHOICE C	correct	Second sentence is an effect caused by first one
CHOICE D	wrong	The two sentences are supportive , but the claims are different One action has a result Choice D is wrong

Questions 23-33 are based on the following passage.

Ancient Acoustics

Built in southern Greece in the fourth century BCE and rediscovered in the late nineteenth century CE, the outdoor amphitheater of Epidaurus is renowned for allowing performers' voices to carry even to the last of its fifty-five rows. The source of this acoustic quality, **23** therefore, has long been misunderstood.

23

- A) NO CHANGE
- B) however,
- C) instead,
- D) consequently,

CHOICE A	wrong	Two sentences are not introducing cause and effect Choice A and choice D are wrong
CHOICE B	correct	Transition introduces a change from positive to negative Contrasting transition is required Choice B is correct
CHOICE C	wrong	It is introducing contrast and preference but the two sentences do not show preference
CHOICE D	wrong	Two sentences are not introducing cause and effect Choices A and choice D are wrong

The Alvarez hypothesis, however, is **6** challenged by research that suggests gradual environmental changes, caused by volcanic eruptions occurring before the asteroid collision, had already stressed dinosaur populations. **7** Finally, a range of volcanoes in western India called the Deccan Traps is thought **8** to have been the site of several huge eruptions near the end of the Cretaceous period. According to Princeton University geologist Gerta Keller, climate-altering gas and dust clouds from these volcanic eruptions could have caused most of the extinctions during this period, **9** leaving the few surviving dinosaur species to be eliminated by the asteroid impact.

7

- A) NO CHANGE
- B) Furthermore,
- C) In fact,
- D) However,

CHOICE A	wrong	The second sentence is not finalizing . Choices A is wrong
CHOICE B	wrong	The 2 sentences talk about volcanic eruption. The second sentence does not expand the first one but introduces a fact . Choice B is wrong
CHOICE C	correct	The 2 sentences talk about volcanic eruption. Second one does not expand the first one but introduces a fact . Choice C is correct
CHOICE D	wrong	The 2 sentences talk about volcanic eruption. Two sentences are not introducing contrast . choice D are wrong

Gerund & Infinitive Usage

it may seem difficult to know when to use an infinitive and when to use a gerund.

Gerunds

Gerunds are best for use in sentences about actions that are real or complete, or that have been completed.

- I stopped worrying about the future.

In this example, the *worrying* was real, and it happened until I stopped.

- We really enjoy climbing mountains.

In this example, the *climbing* is real and it's something we like to do.

Infinitives

Infinitives are best for use in sentences about actions that are unreal or abstract, or that will occur in the future.

- I'd like you to think about something.

In this example, I'm asking you to think about something, but the *thinking* hasn't happened yet.

- Can we take a walk without you stopping to smoke?

In this example, we're talking about taking a walk and the *smoking* hasn't happened yet .

Common verbs followed by the gerund:

enjoy	I enjoyed living in France.
fancy	I fancy seeing a film tonight.
discuss	We discussed going on holiday together.
dislike	I dislike waiting for buses.
finish	We've finished preparing for the meeting.
mind	I don't mind coming early.
suggest	He suggested staying at the Grand Hotel.
recommend	They recommended meeting earlier.
keep	He kept working, although he felt ill.
avoid	She avoided talking to her boss.
miss	She misses living near the beach.
appreciate	I appreciated her helping me.
delay	He delayed doing his taxes.
postpone	He postponed returning to Paris.
practice	She practiced singing the song.
consider	She considered moving to New York.
can't stand	He can't stand her smoking in the office.
can't help	He can't help talking so loudly.
risk	He risked being caught.
admit	He admitted cheating on the test.
deny	He denied committing the crime.
mention	He mentioned going to that college.
imagine	He imagines working there one day.
tolerate	I tolerated her talking.
understand	I understand his quitting.
involve	The job involves travelling to Japan once a month.
complete	He completed renovating the house.
report	He reported her stealing the money.
anticipate	I anticipated arriving late.
recall	Tom recalled using his credit card at the store.

Common verbs followed by to + infinitive:

agree	She agreed to give a presentation at the meeting .
ask*	I asked to leave early / I asked him to leave early .
decide	We decided to go out for dinner .
help*	He helped to clean the kitchen . / he helped his flat mate to clean the kitchen .
plan	She plans to buy a new flat next year .
hope	I hope to pass the exam .
learn	They are learning to sing .
want*	I want to come to the party / I want him to come to the party .
would like*	I would like to see her tonight . / I would like you to see her tonight .
promise	We promised not to be late .
can afford	We can't afford to go on holiday.
manage	He managed to open the door without the key.
prepare*	They prepared to take the test. / the teachers prepared the students to take the test.
demand	He demanded to speak to Mr. Harris.
choose	I chose to help.
offer	Frank offered to drive us to the supermarket.
wait	She waited to buy a movie ticket.
would hate*	I'd hate to be late . / I'd hate you to be late.
would love*	I'd love to come . / I'd love him to come.
seem	Nancy seemed to be disappointed.
expect*	They expect to arrive early . / they expect Julie to arrive early
intend	We intend to visit you next spring.
pretend	The child pretended to be a monster.
refuse	The guard refused to let them enter the building.
tend	He tends to be a little shy.
would prefer*	I'd prefer to do it / I'd prefer him to do it.
deserve	He deserves to go to jail.
appear	His health appeared to be better.
arrange	Naomi arranged to stay with her cousin in Miami.
claim	She claimed to be a princess.

IDIOMS

An idiom is an expression in which the words have developed a special meaning in relation to each other.

This meaning is destroyed if some part of the related group of words is omitted

Example

We are **angry with** a person ... not **angry at** him .

- ☹️ **agree with** a person
- ☹️ **differ from** something
- ☹️ **agree to** a proposal
- ☹️ **differ with** someone
- ☹️ **agree on** a plan of action
- ☹️ **overrun by** a tank
- ☹️ **aim at** a target
- ☹️ **aim for** perfection
- ☹️ **wait for** a person

Practice idioms

1. The Olympic athlete was **capable in** climbing Mt. Everest.
2. The public was **opposed against** the war.
3. The children were **prohibited against** playing outside at dark.
4. Unless you **comply to** those food safety standards, we will shut you down.

ANSWERS

1. The Olympic athlete was **capable of** climbing Mt. Everest.
2. The public was **opposed to** the war.
3. The children were **prohibited from** playing outside at dark.
4. Unless you **comply with** those food safety standards, we will shut you down.

Your ear is your most valuable weapon as you try to figure out the proper form of an idiom. This is the one time when you are allowed to justify your choice by saying "it sounds better!" or 'I heard it before '

- Some historians **attribute** the eventual development of accurate methods for measuring longitude **as** the monetary prizes offered by various governments.
- Some historians **attribute** the eventual development of accurate methods for measuring longitude **to** the monetary prizes offered by various governments.

common list of idioms with examples

Review the following EST-focused idioms.

Almost every expression below has appeared at least once in a released EST problem.

However, you should remember that the EST can make use of idioms not included below.

A

access to	the company has access to large capital reserves.
act as	The poison pill in the contract acts as a preventative measure against hostile takeovers.
acclaimed as	He was acclaimed as a brilliant director.
allows for	the design of the robot arm allows for great flexibility.
as...as	Chocolate tastes as good as ice cream.
associate with	He associates beer with potato chips.
attribute to	the poor first quarter results are attributed to the restructuring.
a responsibility to	The CEO has a fiduciary responsibility to all shareholders.
a result of	the recent Nasdaq decline is a result of higher interest rates.
a sequence of	The Sumerian text was a sequence of incomprehensible symbols.
agree with	The Teamsters do not agree with the Republicans on many issues.
among	Used when discussing more than two items. He was the finest policeman among the hundreds of rookies.
as good as/or better than	The new software is as good as or better than anything on the market.
as great as	the new house looks as great as I had hoped.
attend to (someone)	The emergency room doctor attended to the injured victim.
attribute X to Y/X	We attribute the results to the new management.
attributed to Y	The extinction of the dinosaurs has been attributed to an asteroid collision.

B

based on	the results are based on a comprehensive ten-year study.
begin to	He will begin to study twelve hours before the test.
believe X to be Y	After seeing the flying saucer, I believe UFOs to be a real phenomenon
between	Used when discussing two things (if there are more than two, then use among instead). He could not decide between Corn Flakes and Raisin Bran.

C

care about	How much do business schools care about your score?
centers on + noun	The EST test centers on the knowledge of basic math and writing/reading skills.
choose to	the number of students who choose to go to business school has increased in the last ten years.
consistent with	Your grades are not consistent with your TEST scores.
contend that	He contends that the sat test has a cultural benefit.
consider + noun	How important do you consider the test?
continue + to	If you continue to study, you will succeed.
contrast A with B	If you contrast A with B, you will see the difference.
convert to	You may convert muscle to fat if you study too much.
compare A to B	Compare to stresses similarities. The music critic favorably compared him to Bob Dylan.
compare A with B	Compare with stresses differences. Broccoli is good for you compared with ice cream.
count on + noun	He counts on management support.

concerned with

They are concerned with investor relations more than actual profitability.

conform to

When you work at a new company, you should try to conform to its corporate culture.

D

decide to

We decided to continue.

decide on

We decided on the newformat.

depend on

the global economy depends on improving productivity.

difficult to

Many students find that the EST test is difficult to take.

distinguish between X and Y

Distinguish between domestic and international production.

distinguish X from Y

Juries must attempt to distinguish truth from falsehood.

depends on whether

Our place in the playoffs depends on whether we win tonight.

E

to be + essential to + noun

Speed is essential to success in the Internet marketplace

except for

He did well on the EST except for the sentence correction questions.

F

flee from

the spy fled from the country.

G

grow from

Dell Computer grew from a start-up to a Fortune 500 company in less than fifteen years.

grow out of

Needless to say, they quickly grew out of their first office.

H

help + noun + to

Their direct business model helped them to grow rapidly.

I

indicate that

Dell's recent stock trouble may indicate that their growth will not continue to be as rapid.

invest in

He is too risk-averse to invest in the stock market.

identical with

His DNA is identical with his twin's.

in contrast to

the candidate claims to support tax cuts, in contrast to his prior statements.

independent from

The Federal Reserve Board is supposed to be independent from political considerations.

indifferent towards

Some countries are indifferent towards human rights.

L

leads to

Rapid growth often leads to problems.

like

Usually used only for direct comparison: He walks like Joe walks.

localized in

Most Internet venture capital is localized in a few areas of the world.

M

mistook + noun + for	I mistook you for an old friend.
modeled after	the judicial building is modeled after the Parthenon.
more than ever	Companies demand MBA graduates now more than ever.

N

native to	There is a unique business culture native to the U.S.
a native of	It infects those who are not even a native of America.
need to	Living in New York City is an experience everyone needs to try.
to be + necessary + to	It is necessary to get a high EST score to get into Stanford.
neither...nor	Neither Tom nor Sam has the necessary skills to finish the job.
not only...but also	Stanford not only has the highest EST average, but also the highest GPA.

P

prohibit from +	You are prohibited from using a calculator on test day.
gerund potential to	A graduate of a top business school has the potential to make over \$100,000 a year.

R

range from X to Y	test scores at top business schools will range from 650 to 750.
refer to	If you have any more questions, you should refer to a grammar book.
regard as	Wharton's finance program is regarded as the finest in the world.

rivalry between X & Y

The rivalry between Russia and USA in military has increased the world armament

responsible for

the manager is responsible for seven entry level employees.

retroactive to

the tax policy change is retroactive to last year.

S

save for

Save for William, no one else passed the exam.

save from

Many people use business school to save them from dull jobs.

so that

This guide is designed so that you may raise your score.

subscribe to

Business school students should subscribe to the Wall Street Journal.

T

tie to

the contract should be tied to concessions.

transmit to

the communications system will transmit to anyone within range.

U

used + infinitive

Japan used to be the model industrial economy.

Energy Storage Under Pressure

Renewable energy **12** sources pose a challenge for the businesses and utilities that use them: the need to store surplus energy to use later, during times **13** of peak demand. For example, wind fluctuates and generally produces more energy during the night, when demand is lower. Conversely, solar power generates most of its electricity during the day and provides little power at night. A method of storage called Compressed Air Energy Storage (CAES) **14** is one method that may be one of the best solutions to this problem.

13

- A) NO CHANGE
- B) for peak
- C) of peeked
- D) for peaked

CHOICE A	correct	Time of peak is a correct idiom
CHOICE B	wrong	this idiom is not encountered before Wrong idiom
CHOICE C	wrong	this idiom is not encountered before Wrong idiom
CHOICE D	wrong	this idiom is not encountered before Wrong idiom

The researchers then collected data from a zoo in New England **41** and watched online videos of larger cats lapping liquid. They found that the frequency of lapping varies **42** dependent of the mass of the cat. For

42

- A) NO CHANGE
- B) depending
- C) dependent with
- D) depending for

dependent on / correct idiom

9 as for recycling packing peanuts that Pol and his team developed is not all that complicated: it requires less time and energy than the **10** humdrum which uses carbon in the form of graphite. Sherine Obare, a professor of chemistry at Western Michigan University familiar with the team's research, noted that Pol's method could be used to successfully recycle other polystyrene-based materials. This additional benefit attests to the future promise of the work being done in Pol's lab. **11** In fact, the process that Pol and his team devised would take several days fewer than the

9

- A) NO CHANGE
- B) for recycling
- C) in order to recycle
- D) from recycling

the process for / correct idiom

DICTION / WORD CHOICE / CONFUSING WORDS

- ★ Diction is selecting the most appropriate word to have the best function in the sentence.
- ★ the precise choice and use of words appropriate to your purpose and audience.
- ★ Clarity is crucial to effective writing.

- ☹ **Do not use** words that seem "impressive" or "learned."
- ☹ **Do not use** words that seem odd / informal
- ☹ **Do not use** slangs words
- ☹ **Do not use** hyphenated words such as **rock-hard / Fast-acting**
- ☹ **Do not use** general words such as **means, factor, element**
- ☹ **Use words** that are precise to your meaning.
- ☹ **Use words** that you encountered before

practice dictions

If you (**cite / site**) your sources in the bibliography, you should be safe from plagiarism.

An avid believer of fate and superstition, Jasmine demanded that the fortune cookie (**precede / proceed**) the Chinese main course.

The startup didn't become financially (**beneficial / profitable**) until it reached a critical mass of customers using the app on a daily basis.

Ketchup is a better (**compliment / complement**) to French fries (**then/ than**) mustard.

List of commonly confused words / Dictions

WORD	MEANING	WORD	MEANING
accept	to receive, take	except	excluding
access	entrance; opportunity	excess	more than needed
addition	something added	edition	a certain production of something
adopt	to legally take on, accept	adapt	to change to be more suitable
advice	a recommendation	advise	to give a recommendation
adverse	bad; unfavorable	averse	opposed to
affect	to influence	effect	a result
afflict	to cause suffering	inflict	to force something harmful
aisle	space between rows	isle	island
allude	to make an indirect reference	elude	to avoid
allusion	an indirect reference	illusion	a false idea or vision
already	happened before now	all ready	to be entirely prepared
altar	table for religious ceremony	alter	to change
altogether	completely; entirely	all together	all things with each other
a lot	a large number of something	allot	to give out an amount of something
ambivalent	to have two different feelings about something	ambiguous	having more than one possible meaning
amoral	having no sense or right and wrong	immoral	having intentionally bad morals

anecdote	a short personal story	antidote	a substance or activity that stops something bad
angel	a spiritual creature	angle	space between intersecting lines measured in degrees
apart	separated, into pieces	a part	a piece of something
appraise	to examine and judge	apprise	to tell someone of something
are	3rd person plural of "to be"	our	belonging to us
accent	how someone pronounces words	ascent	movement up
		assent	agreement/approval
assistance	help	assistants	helpers
attribute	a quality/characteristic	contribute	to give something
auditory	related to hearing	audible	able to be heard
aural	related to hearing	oral	spoken or related to the mouth
balmy	pleasantly warm	barmy	crazy or silly
bare	not covered	bear	to carry or accept something
bated	in suspense; excited	baited	to harass (past tense)
bazaar	a market	bizarre	very strange and surprising
berth	a bed on a boat/train	birth	time when a baby is born
beside	next to something	besides	in addition to something
boar	a wild pig	bore	a dull person

board	a long, flat piece of wood	bored	feeling uninterested
born	to have been birthed	borne	carried
bough	a large branch of a tree	bow	bend upper body forward
breath	air that comes from lungs	breathe	to take air in and out
brake	part of a vehicle that stops it	break	to separate into pieces
buy	to purchase	by	shows a person who does something
canvas	a strong cloth	canvass	to ask people their opinions
censure	to criticize formally	ensor	to remove offensive things from public
capital	city where government is based OR money	capitol	state legislature building
choose	to decide or pick	chose	past tense of choose
climactic	an important or exciting time	climatic	relating to the weather
coarse	rough and thick	course	a series of lessons
collaborate	to work together	corroborate	to provide supporting information
command	to order	commend	to praise
complacent	feeling you don't need to try hard	complaisant	willingness to please others
complement	something that goes well with something else	compliment	saying something to show praise
comprehensive	thorough	comprehensible	easy to understand
conscience	the part of you that makes you feel guilty	conscious	aware; awake

contemptuous	showing contempt	contemptible	extremely bad
corps	a group of people or military force	corpse	a dead body
council	an elected group of people	counsel	to give advice
credible	able to be believed	credulous	gullible
dairy	milk products	diary	a book of personal thoughts
descent	a movement down	dissent	disagreement
desirous	wanting something	desirable	attractive
dessert	sweet food	desert	hot, dry area
device	equipment used for a particular purpose	devise	to design or invent something
discreet	secretive	discrete	separate and different
disinterested	impartial	uninterested	not interested
do	a helping verb	dew	drops of water
		due	expected or planned
dominant	most important or wanting control	dominate	to control or have power over
die	to stop living	dye	substance used to change color
dyeing	to change the color of	dying	present participle of "die"
elicit	to get info or a reaction from someone	illicit	not legal
eminent	respected	imminent	about to happen
		immanent	permanent part of something
emit	to send out gas/heat/light	omit	exclude

envelop	cover something	envelope	what letters go in
everyday	consecutive days	every day	used a lot
exhaustive	repetitive use	exhausting	tiring
expandable	gets bigger	expendable	to leave out
explicit	gratuitous	implicit	complete
fair	reasonable	fare	cost
farther	far	further	more
flaunt	exaggerate	flout	intentionally
formally	properly	formerly	before
foreboding	over-powering	forbidding	not allowed
forth	forwards	fourth	first, second, third.....
gorilla	large monkey	guerrilla	unofficial military group
hear	sounds	here	present
heard	noise	herd	flock/gaggle/group
hoard	collect/store	horde	large group
hole	hollow space in something	whole	complete
human	people/person	humane	kind
implicit	complete	complicit	involved in
imply	suggest	implicate	suggest someone is involved in something
		infer	guess something based on the information you have
incur	experience something unpleasant	occur	to happen

indeterminate	impossible to know	interminable	lasting a long time, in a boring way
influence	make an impression	affluence	wealth
ingenious	really clever	ingenuous	honest
its	belongs to	it's	it is
knew	knowledge you have	new	not old
know	knowledge	no	denied
laid	the past of lay	lain	lied down
later	afterwards	latter	near the end of a period
lay	to put something down	lie	horizontal
lead	to take charge	led	had taken charge
lessen	to weaken	lesson	what a teacher teaches
lightning	weather	lightening	not as dark
loose	not fitting tightly	lose	to not win
maybe	perhaps/possibly	may be	accepting something as true despite your opinion on it
meat	flesh	meet	assemble
		mete	punish
metal	hard, shiny substance	medal	metal object given as a prize
		mettle	determination when doing something
miner	someone who works in a mine	minor	not important

moral	right and wrongs	morale	the meaning
passed	to qualify	past	something that's happened
patience	to stay calm	patients	sick people
peace	tranquility	piece	a part of
peak	the top	peek	a quick look
		pique	annoyed
pedal	foot operated part of machine	petal	part of a flower
		peddle	to sell
perpetrate	do something bad	perpetuate	elongate
personal	relating to a person	personnel	staff
persecute	treat someone unfairly	prosecute	to convict
perspective	viewpoint	prospective	potential buyer
plain	ordinary	plane	flying vehicle
pore	small hole for sweat to pass through	pour	make liquid flow from a container
precede	to happen before something else	proceed	to go forward
precedent	to set an example for others	president	the head of
prescribe	give medical treatment	proscribe	to not allow something
presence	being in a place	presents	gifts
principal	most important	principle	basic rule
quiet	no noise	quite	completely
rain	precipitation	reign	to rule
		rein	straps that control a

			horse
raise	to lift	raze	completely destroy
rational	reasonable	rationale	the reason
reluctant	unwilling	reticent	saying little about what you feel
respectfully	showing respect	respectively	in the same order
reverend	Christian official	reverent	showing respect
right	correct	rite	traditional religious ceremony
		write	produce words
road	surface built for vehicles	rode	to have ridden
scene	a view	seen	to have looked
sense	logic	since	from a time in the past
sensible	well behaved	sensitive	to be dealt with carefully
		sensory	connected to the physical senses
sight	vision	site	a place of importance
		cite	mention something as proof
simulate	to mimic	stimulate	to make something happen
stationary	still motion	stationery	office supplies
straight	not curved	strait	narrow area of sea
suppose	think something is true	supposed to	expected to do something
taught	educated, instructed	taut	stretched very tight

than	used to compare two things	then	at that time
their	belongs to them	there	used to show something exists
		they're	they are
through	from one end to the other	threw	to have thrown
		thorough	completely
track	narrow path	tract	large area of land
visual	relating to seeing	visible	able to be seen
waist	around the middle of your body	waste	a bad use of something
waive	allow someone to break the rules	wave	move hands from side to side
weak	not strong	week	7 days
weather	conditions in the air above the earth (wind, rain etc)	whether	if, or not
		wether	a castrated ram
where	to, at, or in what place	were	past tense of be
which	determining pronoun	witch	woman with magical powers
whose	which person owns or is responsible for something	who's	who is
your	belonging to the person being spoken to	you're	you are
		yore	a long time ago

independence from the Ottoman Empire. After Greece gained independence in 1832, however, some argued that the agreement Elgin had made with the Ottoman government was **37** now totally bogus and that the sculptures should be returned. In 1925 a series of newspaper debates brought the issue to popular attention, and Greece has **38** raised the question of the sculptures' repatriation with almost every British ambassador ever since.

37

- A) NO CHANGE
- B) no longer valid
- C) not OK anymore
- D) henceforth bereft of legitimacy

CHOICE A	wrong	Informal wordy
CHOICE B	correct	No longer verified Formal and matching sentence tone Choice B is correct
CHOICE C	wrong	informal
CHOICE D	wrong	Deprived of legality wordy Choice D is wrong

sculptures should be returned. In 1925 a series of newspaper debates brought the issue to popular attention, and Greece has **38** razed the question of the sculptures' repatriation with almost every British ambassador ever since.

38

- A) NO CHANGE
- B) appraised
- C) upraised
- D) raised

CHOICE A	wrong	Wrong tone To destroy
CHOICE B	wrong	Wrong tone To value To assess
CHOICE C	wrong	To raise something up
CHOICE D	correct	Raise a question Formal expression Choice D is correct

- A) NO CHANGE
- B) habitual
- C) routine
- D) accustomed

Retailers Profit from Paying Well

Many retailers rely on discount prices to attract customers, and these companies' executives and managers often assume that they must maintain low employee costs to preserve these discounts. However, in recent years, several retailers have challenged this **34** conventional wisdom, offering better-than-average wages and **35** benefits, and they have done so, while keeping costs down and performing well financially.

CHOICE A	correct	To challenge the logic Correct tone Formal An expression
CHOICE B	wrong	Wrong tone informal
CHOICE C	wrong	Wrong tone informal
CHOICE D	wrong	Grammatically wrong

Adjectives

Adjectives are descriptive words that modify nouns or pronouns:

The blue ribbon
That black cat
An educational speech

In each case the adjective tells you something about the noun. The adjective answers one of the following questions:

What kind of?

Which? Whose?

How many? How much?

As you can see, adjectives usually come before the noun or pronoun. The most common exception is with a linking verb:

The weather is sunny.

The days are long.

He became embittered.

In these cases, the adjective comes after the subject it describes.

TRICKY ADJECTIVES

There are quite few words that at first glance don't look like adjectives. Often the function of a word depends on how it's used in the sentence. Let's review these tricky forms.

Articles

the and **a(n)**. Because they come before a noun, they are considered adjectives of that noun.

The soother
A tree
An ability

Pronouns

If a pronoun modifies a noun, then it functions like an adjective

My friend
Any complaints
Those cousins
Which room

Nouns

At times nouns can take on the role of an adjective:

Student council
Coffee machine
Almond milk

Adjectives also function as nouns

Consider these examples:

*The **rich** also cry.*

*The **poor** could be proud.*

*The **dead** will be buried soon*

*The **underprivileged** are welcome.*

*The **fearful** are not allowed.*

*God hates the **boastful**.*

In this case, the verb that accompanies this is usually a Plural Verb.

Participles

Present and past participles can also act as adjectives

Torn shirt
Ranked player
continuing show
Streaming media

Participles are derived from verbs, but they can describe nouns.

Clauses and Phrases

Even clauses and phrases can function like adjectives:

The tiger that escaped yesterday...

The fountain in the front garden...

COMPARISON OF ADJECTIVES

Adjectives (and adverbs) come in three forms: positive, comparative, and superlative.

The **positive** is the basic form.

The **comparative**, as the name implies, shows a greater or lesser degree.

The **superlative** shows the greatest or least degree.

Positive	Comparative	Superlative
blue	bluer	bluest
funny	funnier	funniest
remarkable	more/less remarkable	most/least remarkable

1. If an adjective consists of a **single syllable**, add **-er** for the comparative and **-est** for the superlative.

2. If an adjective has **three or more syllables**, add **most or least**.

3. If an adjective has **two syllables**, you'll have to **choose between** adding **-er/-est** and **most/least**. It depends on what sounds better

active, more active, the most active.

Tiny, tinier, tiniest

Irregular Adjectives

Some adjectives don't follow the normal rules for showing comparison.

These are considered irregular adjectives:

Positive	Comparative	Superlative
bad	worse	worst
good	better	best
little	less	least
much/many/some	more	most
far	farther/further	farthest/furthest

Adjectives Without a Comparative Form

Other adjectives simply don't have a comparative form. These words describe

final
impossible
perfect
unique
whole

It would be illogical to say that something is the most perfect or more unique since perfection and uniqueness do not allow for degrees of

Adverbs

- ☹️ An adverb not only modifies verbs, but also adjectives, other adverbs, and entire clauses or sentences.
- ☹️ An adverb modifies or adds to the information we have about a verb, an adjective and another adverb in a sentence
- ☹️ It extends the meaning of a verb, telling us more about the manner of the action, the place of the action, the time of the action, the degree of the action

Regular and Irregular Adverbs

Many adverbs are formed by adding **-ly** to an adjective:

nice/nicely
warm/warmly

We call these regular adverbs.

Adverbs that don't follow this rule are called irregular adverbs

Sometimes adverbs look exactly the same as the adjective form:

The early bird gets the worm.

I came early.

In fact, even when a word ends in -ly, you can't assume that it's an adverb. There are also adjectives that end in -ly (lonely, friendly).

Asking the right question.

To find an adverb in a sentence, you can ask the following questions:

• How?
• When?
• Where?
• Why?
• To what degree?

Here's what this looks like in practice:

In the winter, the school bus was often late. When?

In the winter

To what degree? Often

THE USES OF ADVERBS

Modifying the Verb

The word *adverb* literally means “something that is added to the verb. adverbs often modify verbs:

Jennifer bugged Mike **relentlessly**.

If we ask *bugged how?* the answer would be *relentlessly*.

☹️	She works rapidly .
☹️	Tolu eats slowly .
☹️	The sick woman breathes heavily .
☹️	I will see you later today .
☹️	Mary travelled to Port Harcourt .

Even prepositional phrases can act like an adverb and modify the verb:

I saw you through the window.

Here the prepositional phrase through the window tells us where I saw you. Prepositional phrases always act like adjectives or adverbs

☹️	He slapped the student right in the face .
☹️	We arrived quite on time for the party .
☹️	He was seldom on time for classes .

Modifying an Adjective

Adverbs also allow us to refine the meaning of an adjective:

Myron drives an **extremely old** Volkswagen bus.

The adverb extremely answers the question to what degree?
Myron's vehicle is not just old; it is extremely old.

Here are a few more examples:

☹️	She is extremely tired
☹️	The man is politely calm
☹️	Coal is rarely difficult to find in the area.
☹️	They were smart enough to outwit the enemy.
☹️	Jane is far more beautiful than Susan

Modifying Other Adverbs

Adverbs can even modify each other:

He broke the news **too suddenly**.

Here the adverb *too* answers the question *to what degree?* and so tells us *how suddenly* he broke the news.

Here are a few more examples for good measure.

☺ The baby slept **very easily**.

☺ The laptop's processor works **very accurately**.

☺ She works **hard enough** to earn the promotion.

☺ Mary runs **very fast**.

Modifying Entire Clauses.

Sometimes an adverb modifies not just a specific word but an entire clause or sentence:

Oddly, no one had thought of that solution.

Fortunately, the check was in the mail.

Irregular adverbs

Some irregular adverbs don't follow the normal rules for comparative and superlative forms:

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
much	more	most
little	less	least
far	farther/further	farthest/furthest

Many of these forms are the same as for irregular adjectives.

Common Mistakes

There are a few adverbs and adjectives that cause a lot of trouble

Adjective	Adverb
bad	badly
good	well

To see which one you're dealing with, you have to look at the rest of the sentence.

He treated me badly. That was a bad idea.

He treated me well. That was a good idea.

So far so good: the adverb modifies the verb and the adjective describes the noun. **The difficulty comes when we use a linking verb**

She felt bad about our breakup.

A linking verb is usually followed by a noun or adjective that describes the subject. **That's why we have to use bad rather than badly.**

The weather forecast looked bleak.

The linking verb itself is not being modified—it's the forecast that's bleak.

the adverb **well** can also be an adjective, in which case it refers to one's health. Compare these sentences:

After her fever subsided, Belinda **was well enough** to go to class.

After her fever subsided, Belinda **felt good enough** to go to class.

COMPARISON

COMPARATIVE: ADJECTIVE + ER + THAN & MORE + ADJECTIVE + THAN

IRREGULAR ADJECTIVES:

adjective	Comparative	Superlative
good	better	best
bad	worse	worst
many	more	most
much	more	most
little	less	least
far	farther	farthest

To form comparative sentences, use the comparative with the word than. Here are some examples:

- ☹ Fewer participants **volunteered** for the study **than** I had **anticipated**.
- ☹ **Business school** was less expensive **than** **law school**.
- ☹ His application was **processed** more quickly **than** he **thought**.

It is also possible to use (not) as...as to express similarity or differences.

- ☹ Reading is **as** enjoyable **as** writing.
- ☹ The results were **as** conclusive **as** in **previous studies**.
- ☹ Finding participants for the study was not **as** easy **as** I **thought**.
- ☹ Her level of expertise was not **as** extensive **as** her employer had hoped

Some Common Errors with Comparisons

Common Error 1: Using the comparative instead of the superlative

- ◆ **INCORRECT:** He is the *happier* person I know.
- ◆ **REVISION:** He is the *happiest* person I know.

- ◆ **INCORRECT:** She is the *more thoughtful* person I know.
- ◆ **REVISION:** She is the *most thoughtful* person I know.

Common Error 2: Doubling up comparisons or superlatives

- ◆ **INCORRECT:** His car is *more faster* than mine.
- ◆ **REVISION:** His car is *faster* than mine.

- ◆ **INCORRECT:** His car is *the most fastest*.
- ◆ **REVISION:** His car is *the fastest*.

Common Error 3: Using empty comparisons (part of the comparison is missing)

- ◆ **INCORRECT:** The participants were *more experienced*.
- ◆ **REVISION:** The participants were more experienced *than the previous participant pool*.

- ◆ **INCORRECT:** The line moved more slowly.
- ◆ **REVISION:** The line moved more slowly *than the line next to it*.

Common Error 4: Using ambiguous comparisons (the comparison has more than one possible meaning)

- ◆ **INCORRECT:** She likes pizza *better than her husband*. (Does this mean that pizza is better than her husband?)
- ◆ **REVISION:** She likes pizza *better than her husband does*. (Now it is clear that the comparison is who likes pizza more.)

- ◆ **INCORRECT:** Her suitcase is *bigger than John*. (Does this mean that the size of the suitcase is larger than another person?)
- ◆ **REVISION:** Her suitcase is *bigger than John's*. (Now it is clear that the comparison is about two suitcases, not about John.)

Common Error 5: Missing the article “the” in the superlative

- ◆ **INCORRECT:** Finishing quickly was **least important task**.
- ◆ **REVISION:** Finishing quickly was **the least important task**.

- ◆ **INCORRECT:** The youngest girl **was also littlest**.
- ◆ **REVISION:** The youngest girl was **also the littlest**.

Confusing Comparative and Superlative

Rule: When comparing or contrasting two persons, places, or things, use the comparative degree. When comparing three or more, use the superlative degree

Comparing two: for women, evening gowns look **more attractive than** overalls.

More than two: Of all the electricians I know, you are **the most attractive**.

Comparing two: Marvin **is wiser than** Tom, but Tom **is kinder**.

More than two: Solomon was **the wisest man of all**.

A common error occurs when the degrees are confused:

Confused: Between Larry and Moe, **Moe is the meanest**.

Better: Between Larry and Moe, **Moe is meaner**.

Unbalanced Comparisons

Be sure that the items you compare are of a similar kind.

Unbalanced: Mrs. William’s **tests** are easier **than Mr. Olsen**.

Balanced: Mrs. Williams **tests** are easier than **Mr. Olsen’s [tests]**.

Not Using Other and Else

When comparing one of a group with the rest of the group, remember to use other or else.

Illogical: Greg was more trustworthy **than any student in class.**

Logical: Greg was more trustworthy than **any other** student in class.

Illogical: Bill is faster **than anyone on the team.**

Logical: Bill is faster **than anyone else on the team.**

Confusing Less and Fewer

When making negative comparisons, use the adjectives **less** and **fewer**.

Traditional: Use **less** when comparing amounts and **fewer** when comparing numbers of things that can be counted.

Aunt Martha has less patience than Uncle Henry. (*Patience* can't be counted.)

Aunt Martha knows fewer jokes than Uncle Henry. (*Jokes* can be counted.)

errors that students often make in the use of adjectives.

Further means 'additional'. **Farther** is used to talk about **distance**

☹ **Incorrect:** Bombay is **further** from Delhi than Agra.

😊 **Correct:** Bombay is **farther** from Delhi than Agra.

☹ **Incorrect:** I have **many work** to do.

😊 **Correct:** I have **much work** to do.

Use much with uncountable nouns. Use many with countable nouns.

◆ **Incorrect:** I have **many work** to do.

◆ **Correct:** I have **much work** to do.

POSSESSION

Apostrophes are used to show that a noun or pronoun is in the possessive case. In other words, one thing belongs to another:

One way to check if you're dealing with possession is to turn the phrase into an "of" construction:

Sinbad's adventures = the adventures of Sinbad.

Sinbad's adventures
the constitution's detractors the
cabin's porthole

Basic rules

Here are the basic rules to show possession.

1. For singular nouns, add 's:

Eugene's apple
the tree's branches
student's homework

2. The same rule applies to plural nouns that don't end in s:

the children's toys .
the women's washroom .
the moose's migration .

3. However, for plural nouns that end in an *s* you only have to add the apostrophe:

the horses' pasture
the siblings' secrets
the dolphins' tricks

Tricky cases

Singular nouns that end in *s*

Most of the time, if a singular noun ends with an *s* (or sounds like it does) you can safely add the apostrophe and the *s*:

James's car
The bus's color
The glass's contents

However, there are several exceptions to this rule. In such cases you are encouraged to add only an apostrophe.

1. When the noun ends with an "us" or "ez" sound:

Jesus' parables
Socrates' suicide
Moses' suspicions

2. When you're dealing with biblical or classical names:

Euripides' play
Barnabas' mission

3. In some *for ... sake* expressions where the noun ends with an s

for conscience' sake
for goodness' sake

However, this is not an iron rule for nouns that only sound like they end with an s (e.g., you can write appearance's sake or appearance' sake).

4. With nouns that end in s and don't change their form from the singular to the plural:

many TV series' ratings (my favorite series' lead actor) those
species' survival (that species' habitat)

5. With names of places, organization, and the like:

The United States' foreign influence
Step Up For Students' scholarships

If in doubt, you could use an "of" construction instead:

The table's leg

The leg of the table

Compound Terms

When multiple words are combined in one unit it's called a compound noun. The apostrophe is added to the last word, even if the compound noun is a plural:

the Governor General's approval
my sisters-in-law's holiday plans
everybody else's homework
my mother-in-law's criticisms

Group Ownership

Group ownership, or "joint possession," occurs when something belongs to multiple nouns.

When people own something together, only one apostrophe is needed:

Jerry and Jessica's dairy farm could be seen from the highway.

When there is no common ownership, you need separate apostrophes

We admired Elsa's and Jaspreet's ultrasounds.

Double Possessives

A double possessive is a phrase that indicates possession twice (by using of and 's):

a daughter of Mary's
a painting of Esther's

If this sounds awkward, just remember that you would say a daughter of mine (where mine is a possessive pronoun) and not a daughter of me.

CONTRACTION

apostrophes show when letters or numbers are omitted. In the case of verbs, the shortened forms sometimes look quite different from the original (the worst offender being ain't):

don't = do not
it's = it is
won't = will not
William's late = William is late
shouldn't = should not
ain't = am not; are not; is not

Apostrophes sometimes show missing numbers:

she grew up in the '90s (for the 1990s)
we used to own a '97 Pontiac Montana (for 1997)

It's / its

it's is a contraction for it is, whereas its shows possession:

It's almost bedtime. (It is)
The plane made **its** descent.
A cow chews **its** cud.
It's me, silly. (It is)

Possessive pronouns:

Make sure you don't use an apostrophe for the following possessive pronouns:

hers, its, theirs, yours, and ours.

On the other hand, indefinite pronouns do take an apostrophe:

one's, somebody's, etc.

Last names

Never use an apostrophe for the plural of names. Just add an **s** or **es**. The latter is used when the name ends with an **s** or a **similar sound** (sh, ch, x, or z):

The Joneses and the Larches played shinny on the frozen pond. There are three Eriks in Wayside School.

country. This **41** museums facility's would also be capable of housing the sculptures that are currently in Britain should they be returned.

41

- A) NO CHANGE
- B) museum's facilities
- C) museum facilities
- D) museums' facility

CHOICE A	wrong	Possessive after the second noun is wrong
CHOICE B	correct	They are facilities of one museum 's is required
CHOICE C	wrong	No possessive is shown
CHOICE D	wrong	It is plural facilities

21 Hume and Gold's results', obtained with more comprehensive data than previously available and with the aid of improved analytical techniques, offer a necessary revision of the dodo's reputation. The dodo may not have been the most graceful of birds or an avian

21

- A) NO CHANGE
- B) Humes' and Gold's results,
- C) Hume's and Gold's result's,
- D) Hume's and Gold's results,

CHOICE A	wrong	Possessive after (result) is wrong No possessive after (Hume)
CHOICE B	wrong	Humes' is wrong People names cannot be plural
CHOICE C	wrong	Possessive after (result) is wrong
CHOICE D	correct	Compound noun of names requires ('s) after each noun + comma for non-essential

projections, he insisted on a real city background. The camera angles in the climbing shots are **20** focused very precisely, cutting out the platform and the rooftop of the lower building but showing views of the street and other buildings in the distance. For the long shots, Lloyd used footage that Strother filmed during his own climbs, adding to the illusion that the character really was **21** clenching the side of a skyscraper.

20

- A) NO CHANGE
- B) focused, very precisely,
- C) focused very precisely
- D) focused; very precisely

CHOICE A	correct	Do not use punctuation between the verb and its adverb (, + present participle phrase) are needed after the clause
CHOICE B	wrong	Do not use punctuation between the verb and its adverb
CHOICE C	wrong	(, + present participle phrase) are needed after the clause
CHOICE D	wrong	Do not use punctuation between the verb and its adverb

Turner's headline-making stunt stole the show, attracting

9 crowds of an enormous nature eager to judge the

10 paintings merits for themselves. As the public debated whether Turner or Constable better captured the spirit of natural scenery, the older neoclassical style (which favored historical themes) soon fell out of fashion.

Thus, **11** landscape painting quickly displaced neoclassical painting as the most popular form of visual art.

10

- A) NO CHANGE
- B) painting's merit's
- C) paintings' merits
- D) paintings merit's

CHOICE A: wrong / does not show possessive

CHOICE B: wrong / possessive after the second noun is wrong

CHOICE C: CORRECT / possessive after the first noun is correct

CHOICE D: wrong / possessive after the second noun is wrong

"When my animal gets stressed, I get stressed," she says.
This leads her to think constantly about how she can make
the **39** animals' lives easier.

39

- A) NO CHANGE
- B) animals' live's
- C) animal's lives'
- D) animals lives

the lives of the

Questions 34-44 are based on the following passage
and supplementary material.

A Sense of Fair Pay

According to a 2013 survey of employees in various industries, companies benefit greatly when their employees believe they are fairly compensated. Among employees who perceived their pay to be fair, 78 percent reported feeling a sense of engagement (a measure of their belief in the **34** companies values and their commitment to the success of the organization). In contrast, only 33 percent of employees who did not believe pay practices were fair reported feeling engaged with their work.

34

- A) NO CHANGE
- B) company's values
- C) companies' values'
- D) company's values'

the value of the company

Over the next 50 million years, this process kept
replaying itself. The **29** plants' chemical defenses evolved,
with new glucosinolates made from different amino
acids; the Pierinae in turn synthesized new proteins that
broke down the harmful compounds. In response to

29

- A) NO CHANGE
- B) plant's chemical defenses'
- C) plants chemical defenses
- D) plants' chemical defense's

the chemical defenses of the plant

SENTENCE COMBINATION

THIS SKILL TESTS YOU IN FIXING 4 ERRORS

ERROR 1: PUNCTUATION

- ☹ SPOT THE DIFFERENT TYPES OF PUNCTUATION IN THE ANSWER CHOICES
- ☹ WATCH WHEN THE PUNCTUATION CHANGES
- ☹ REFER TO THE RULES OF PUNCTUATION

ERROR 2: SENTENCE STRUCTURE

- ☹ SPOT THE VERB, CLAUSE, INDEPENDENT CLAUSE, DEPENDENT CLAUSE AND RELATIVE PRONOUNS
- ☹ REFER TO DIFFERENT TYPES OR CLAUSES AND PHRASES

ERROR 3: MODIFIERS

- ☹ SPOT ADJECTIVES, ADVERBS, VERBALS
- ☹ MAKE SURE A MODIFIER IS FOLLOWED BY WHAT IT MODIFIES
- ☹ REFER TO THE VERBALS AND MODIFIERS

ERROR 4: WORDINESS & CONCISENESS

- ☹ SPOT REPEATED WORDS AND THOUGHTS
- ☹ MAKE SURE THE CHOICE IS THE MOST CONCISE
- ☹ WHEN YOU HAVE NO RULE THEN SHORTER IS BETTER
- ☹ REFER TO WORDINESS AND REDUNDANCY

Combining Sentences

Using Phrases

You can combine sentences by turning clauses into phrases. These phrases will include participles .

Original:	Boris trained at high altitude. He shaved a minute off his 5 km time.
Revision 1:	After training at high altitude, Boris shaved a minute off his 5 km time.
Revision 2:	Having trained at high altitude, Boris shaved a minute off his 5 km time.

using an appositive phrase

Original:	Tina Turner is a famous American singer. In 2013 she became a Swiss citizen.
Revision:	In 2013, Tina Turner, the famous American singer , became a Swiss citizen.
Revision:	Tina Turner, the famous American singer , became a Swiss citizen in 2013.

USING A CONJUNCTIVE ADVERB

Original:	Daniel wanted to buy a log cabin home. his wife preferred something more modern.
Revision:	Daniel wanted to buy a log cabin home. However , his wife preferred something more modern.

Using A Subordination

Making one clause dependent on another allows you to create hierarchy and order:

Original:	At the outset of World War I, Belgium was a neutral country. Germany asked to move troops through Belgian territory. Belgium refused and was drawn into the war.
Revision:	Although Belgium was neutral at the start of World War I, it was drawn into the war when it refused Germany's request to move troops through Belgian territory.

Using a preposition

Before:	Joseph finished his homework. His teacher helped him.
After:	Joseph finished his homework with the help of his teacher.
Before:	He is one of the fastest runners in the world. His accomplishments are demonstrated by his numerous world records.
After:	He is one of the fastest runners in the world as demonstrated by his numerous world records.

Turning one of the clauses into modifier

Before:	The giant panda is the rarest bear in the world today. It has large, distinctive, black patches around its eyes, strong jaw muscles, and a long tail.
After:	The rarest bear in the world today, the giant panda has large, distinctive, black patches around its eyes, strong jaw muscles, and a long tail.

Using a conjunction

Before:	On the surface, Seinfeld is most famous for its light-hearted dialogue. Included among the many episodes is an assortment of comments on racism, homosexuality, and death.
After:	On the surface, Seinfeld is most famous for its light-hearted dialogue, but included among the many episodes is an assortment of comments on racism, homosexuality, and death.

Linking two verbs with *and*

Before:	The people sitting in front of me on the train were talking throughout the ride. They would not turn their cell phones off even after being told to do so.
After:	The people sitting in front of me on the train were talking throughout the ride and would not turn their cell phones off even after being told to do so.

Using a relative clause

Before:	John Durgin worked as an accountant for ten years and then became a math teacher. He first learned to calculate in his head by reciting multiplication tables at home.
After:	John Durgin, who worked as an accountant for ten years and then became a math teacher, first learned to calculate in his head by reciting multiplication tables at home.
Before:	Every car is powered by an engine. The engine converts fuel and heat into mechanical motion.
After:	Every car is powered by an engine, which converts fuel and heat into mechanical motion.

Using an infinitive to express purpose

Before:	The little boy happily ran home. He would tell his mom he had found the last golden ticket.
After:	The little boy happily ran home to tell his mom he had found the last golden ticket.

AMERICANBOOKSTORE +201553389784

Debunking Myths of the Dodo

Julian Hume, a paleontologist at the Natural History Museum in Hertfordshire, United Kingdom, has long been troubled by the misunderstandings surrounding the scientific community's knowledge of the dodo (*Raphus cucullatus*), a large, flightless **12** bird. This was a bird that was endemic to the Indian Ocean island of Mauritius and likely went extinct by the year 1693. **13**

12

Which choice most effectively combines the sentences at the underlined portion?

- A) bird that was endemic to the Indian Ocean island of Mauritius and
- B) bird, a bird that was endemic to the Indian Ocean island of Mauritius and that
- C) bird, which was endemic to the Indian Ocean island of Mauritius; here the dodo
- D) bird endemic to the Indian Ocean island of Mauritius—one that on this island

CHOICE A	correct	The second sentence is essential. it has important information That is required as we talk about a bird .
CHOICE B	wrong	The second sentence repeated the word (bird) .
CHOICE C	wrong	Non-essential introduced by which is not needed . The semi colon before the relative clause wrong .
CHOICE D	wrong	(one) is ambiguous . The second sentence is.

3 When the wealthy Ellicott family built a flour mill not far from his farm, Banneker befriended George 4 Ellicott. Ellicott's knowledge about science and astronomy impressed him. They met regularly at the flour mill and 5 Banneker's home, where they met to discuss debates in astronomy. From Ellicott, Banneker borrowed books by authors such as James Ferguson, a leading astronomer of the time.

4

Which choice most effectively combines the sentences at the underlined portion?

- A) Ellicott of whom
- B) Ellicott, from whom his
- C) Ellicott, while Ellicott's
- D) Ellicott, whose

CHOICE A	wrong	of whom is a wrong connector . Possessive is required .
CHOICE B	wrong	From whom is a wrong connector . Possessive is required .
CHOICE C	wrong	While introduces a different idea which is not required here.
CHOICE D	correct	ELLICOTT's knowledge The knowledge of Ellicott Possessive is required . Whose is a correct choice .

enough to make him change his mind. It is even said that Londoners donned **19** black armbands in solidarity. Such armbands are a traditional symbol of mourning. Conan Doyle's decision was a serious blow

19

Which choice best combines the sentences at the underlined portion?

- A) such black armbands in solidarity, a traditional symbol of mourning.
- B) black armbands, these being a traditional symbol of mourning, in solidarity.
- C) black armbands, a traditional symbol of mourning, in solidarity.
- D) traditionally symbolic black armbands in mourning and solidarity.

CHOICE A	wrong	Such is a repetition Wordy sentence
CHOICE B	wrong	These being Wordy and informal
CHOICE C	correct	He introduced non-essential to connect the two sentences Meaning and grammar are both maintained
CHOICE D	wrong	Two sentences have been mixed up and structure has changed

ADD / DELETE A SENTENCE (YES YES/ NO /NO)

This is how the question looks like:

THE WRITER WANTS TO DELETE THE UNDERLINED SENTENCE FROM THE PARAGRAPH

SHOULD THE WRITER DO THAT

- A) Yes / Delete it because (**NEGATIVE REASON**)
- B) Yes / Delete it because (**ANOTHER NEGATIVE REASON**)
- C) No / Keep it because (**POSITIVE REASON**)
- D) No / Keep it because (**ANOTHER POSITIVE REASON**)

THE WRITER WANTS TO ADD THE FOLLOWING SENTENCE TO THE PARAGRAPH

SHOULD THE WRITER DO THAT

- A) Yes, because (**POSITIVE REASON**)
- B) Yes, because (**ANOTHER POSITIVE REASON**)
- C) No , because (**NEGATIVE REASON**)
- D) No , because (**ANOTHER NEGATIVE REASON**)

Here are some typical reasons for adding / not deleting a sentence

because it provides specific examples of...
because it defines a term that is important to the passage
because it provides a detail that supports the main topic of the paragraph
because it helps explain why...
because it provides context for...
because it provides support for the claim made in the previous sentence
because it establishes the relationship between...
because it elaborates on...
because it provides a logical introduction to the paragraph
because it serves as a transitional point in the paragraph
because it adds a relevant research finding
because it introduces a new idea that becomes important in the passage
because it provides a common counterargument to the passage's central claim
because it sets up the main topic of the paragraph that follows

Here are some typical reasons for **deleting** / **not adding** a sentence

because it blurs the paragraph's main focus with a loosely related detail

because it blurs the paragraph's main focus by introducing a new idea

because it interrupts the sentence by supplying irrelevant information

because it would be better placed elsewhere in the passage

because it makes a claim about... that is not supported by the passage

because it does not provide a transition from the previous paragraph

because it does not logically follow from the previous paragraph

because it contradicts the claim made in the previous paragraph

because it contradicts the passage's claim about...

STRATEGY TO **ADD** / **DELETE** A SENTENCE

☹️ Figure out what the passage talks about

☹️ Read one or two sentences before the spot in which you are requested to add / delete the sentence

☹️ Read one or two sentences after the spot in which you are requested to add / delete the sentence

☹️ If the sentence you are requested to **(add / delete)** has **something in common** with what you read before it and after it, then you can choose to **(add / not delete)** the sentence

☹️ If the sentence you are requested to **(add / delete)** has **nothing in common** with what you read before it and after it, then you can choose to **(delete / not add)** the sentence

The most popular destination was Kansas, in part because of its role as an early stronghold of the movement to abolish slavery. One settlement in that state was Nicodemus, a town in northwestern Kansas that drew more than 300 settlers to make the long journey from Kentucky in 1877. **4** Real estate agents **5** mentioned Nicodemus in brochures and newspapers, but the reality that exodusters confronted on arrival was less appealing. For one early settler of Nicodemus, Willianna Hickman, the flat, empty landscape contrasted starkly with the forested hills where she grew up—Hickman recalled bursting into tears when she first saw her new home.

4

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

Between 1870 and 1879, approximately 10,000 exodusters entered Kansas.

Should the writer make this addition here?

- A) Yes, because it sheds light on an aspect of the settlers' backgrounds.
- B) Yes, because it provides a historical context for the discussion of the Great Exodus.
- C) No, because it contradicts information in the previous paragraph.
- D) No, because it digresses from the discussion of the settlement of Nicodemus.

CHOICE A	wrong	The new sentence does not have much in common with the claim enclosing the underlined portion .
CHOICE B	wrong	The new sentence does not have much in common with the claim enclosing the underlined portion .
CHOICE C	wrong	There is no contradiction This is matching choice C
CHOICE D	correct	The two sentences enclosing the underlined portion talk about the settlement of Exodusters in Nicodemus and how they were not appealing . The new sentence talks about the number of Exodusters to Kansas . The new sentence should not be added . D is correct

Consequently, the dodo has been depicted as an unintelligent, oddly shaped animal with tiny wings and a clumsy demeanor—a veritable buffoon of a bird. **14**
However, Hume and others have shown that the dodo was much more capable than such depictions would suggest.

14

The writer is considering revising the underlined portion to the following.

However, using cutting-edge techniques to analyze skeletal specimens,

Should the writer make this revision?

- A) Yes, because it introduces information that is developed later in the passage.
- B) Yes, because it gives details that reinforce the description in the previous sentence.
- C) No, because it adds an idea that is not directly related to the passage's main discussion.
- D) No, because it contradicts information provided in the concluding paragraph.

CHOICE A	correct	The two sentences enclosing the underlined portion talked about old resources that described the dodo as unintelligent . then Hume found out that it was capable than such depiction . The new sentence talks about the study through which Hume came up with his findings . The new sentence should be added . A is correct
CHOICE B	wrong	Details are related to the new description and not to the old ones .
CHOICE C	wrong	Information are related to the passage .
CHOICE D	wrong	New information has no contradiction to the rest of the paragraph .

had a reputation for great talent. He was directed to use an enormous block of marble from the cathedral's workshop to create the statue. Nicknamed "the Giant," the block had many problems. It had been quarried more than forty years earlier and had started to weather from exposure to the elements. Even worse, 27 they had previously used it, chipping away material to rough out a basic shape but giving up midtask. 28 The marble came from the Fantiscritti quarries in Carrara, a small town almost 80 miles north of Florence. Michelangelo was faced with trying to sculpt a monumental statue out of a stone that was generally considered ruined.

28

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A) Kept, because it provides evidence to support the claim that Michelangelo would succeed where others had failed.
- B) Kept, because it includes details that explain why the citizens of Florence might have been critical of commissioning a sculptor from a different city.
- C) Deleted, because it adds irrelevant information that distracts from the paragraph's focus on the obstacles Michelangelo faced.
- D) Deleted, because it fails to explain why the block had not already been made into a sculpture.

CHOICE A	wrong	The underlined sentence talks about a town where they quarry the marble. The underlined sentence is irrelevant to the two sentences enclosing it .
CHOICE B	wrong	The underlined sentence talks about the town where they quarry the marble . The underlined sentence is irrelevant to the two sentences enclosing it .
CHOICE C	correct	The two sentences enclosing the underlined portion talked about a statue made out of a block of marble that started to weather and ruin . The underlined sentence talks about the town where they quarry the marble. The underlined sentence is irrelevant to the two sentences enclosing it . C is correct
CHOICE D	wrong	Fails to explain got no support .

Rules for Sentence **Coherence**

When the question contains one of these words

related / relevant / completes the description

pick up the choice that matches the two sentences enclosing the underlined sentence (before + after the underlined portion**)**

When the question contains one of these words:

Linked ideas / to link the idea of

pick up the choice that matches the first sentence of the next paragraph

When the question contains one of these words:

sets up / introduce / introduction / anticipate / establish

pick up the choice that matches the sentence that follows the underlined sentence

When the question contains one of these words:

supports / logically follows

pick up the choice that matches the sentence that precedes the underlined sentence

When the question contains one of these words:

Main idea / primary idea of the passage or the paragraph

Main claim / primary claim of the passage or the paragraph

pick up the choice that matches the main idea of the paragraph by selecting its important words or by reading the paragraph

When the question contains the word:

Transition

pick up the choice that matches the two sentences enclosing the underlined sentence (before + after the underlined portion**)**

When the question contains one of these words:

Explains why / gives reason

pick up the choice that gives an explanation and contains words like: (because / for / as)

When the question contains one of these words:

Conclusion / conclude

pick up the choice that matches the two sentences preceding the underlined sentence (before the underlined portion**)**

The program also assists VISTAs in **30** preparing for their future careers. A 2015 study asked VISTA alumni to rate the program's success in helping them build various career-specific skills. Five of these skills—communicating in writing, conducting oneself professionally, working independently, meeting deadlines, and prioritizing tasks—were grouped under

30

Which choice provides the most effective introduction to the paragraph?

- A) NO CHANGE
- B) learning to meet deadlines.
- C) determining what they want to do for a living.
- D) furthering their commitment to public service.

CHOICE A	correct	The sentence that follows the underlined portion talks about program 'success in building career specific skills . Choice A matches this meaning .
CHOICE B	wrong	Meeting deadlines is not supported in the sentence following the underlined portion .
CHOICE C	wrong	Doing something for living is not supported in the sentence following the underlined portion .
CHOICE D	wrong	Public service is not supported in the sentence following the underlined portion .

Following an investigation, a British parliamentary committee concluded in 1816 that Britain should give "asylum" to the sculptures. **36** In 1823 Lord Byron sailed to Greece to support the Greek quest for independence from the Ottoman Empire. After Greece gained independence in 1832, however, some argued that the agreement Elgin had made with the Ottoman government was **37** now totally bogus and that the sculptures should be returned. In 1925 a series of

36

Which choice provides the most effective transition between the discussion of the committee's investigation and the next event in the narrative?

- A) NO CHANGE
- B) The concept of asylum typically applies to situations involving political refugees.
- C) They were installed in the British Museum that same year.
- D) They no longer had the vivid colors applied by ancient Greek artisans.

CHOICE A	wrong	Greek independence is not the main theme.
CHOICE B	wrong	Political refugees are not supported .
CHOICE C	correct	Read the two sentences enclosing the underlined portion . Britain took the sculptures to secure it in the British museum . When Greece got its independence, they announced that sculptures agreement was cancelled . Choice c transitions from the previous to the next sentence .
CHOICE D	wrong	Vivid colors of ancient Greek artisans are not supported .

successfully recycle other polystyrene-based materials. This additional benefit attests to the future promise of the work being done in Pol's lab. **11** In fact, the process that Pol and his team devised would take several days fewer than the process currently used to make anodes for lithium-ion batteries.

11

Which choice provides the most effective conclusion for the passage?

- A) NO CHANGE
- B) Thus, lithium-ion batteries are more effective than the lithium batteries that preceded them.
- C) Furthermore, other researchers are experimenting with burning packing peanuts in order to use their heat to generate energy, a process known as thermal recycling
- D) For now, Pol and his team hope that this process will be widely adopted and will turn a ubiquitous waste product into a useful household item.

CHOICE A	wrong	Comparison / time frame / less days Are all not supported .
CHOICE B	wrong	Lithium batteries that preceded them are not supported
CHOICE C	wrong	Other researchers - thermal recycling process are both not supported
CHOICE D	correct	The sentence preceding the portion talks positively about additional benefit to Pol's lab work . This is positively matching choice D .

5 The vaporization process that separated the carbon from the hydrogen and oxygen left the surfaces of the carbon microsheets uneven and porous. According to Pol, openings in the surface made the anodes' absorption of ions more efficient; 6 on the other hand, the batteries charged faster. In addition, the anodes retained about 13 percent more 7 of them than do conventional 8 anodes which meant that the batteries could provide more electricity before needing to be recharged than conventional batteries can.

5

Which choice best sets up the main topic of the paragraph?

- A) Further research will be necessary to determine all the potential applications of Pol's method.
- B) The team presented its findings at the American Chemical Society's 2015 national meeting.
- C) The anodes of conventional lithium-ion batteries are usually made from graphite.
- D) The anodes produced by Pol and his team proved remarkably effective.

CHOICE A	wrong	Further research is not supported .
CHOICE B	wrong	American chemical society' 2015 national meeting is not supported .
CHOICE C	wrong	Graphite is not supported .
CHOICE D	correct	The sentence following the underlined portion indicates that the anodes' absorption was made efficient, which is a positive claim . This is positively matching choice D .

Movable books: The precursors to Pop-Ups

1 Toward the end of the Middle Ages, Europe saw the advent of numerous inventions that revolutionized the technology of the day. As early as the fifteenth century, books were designed with ingenious devices that allowed a reader to discover more on a page than what

1

Which choice most clearly introduces the main topic of the passage?

- A) NO CHANGE
- B) Throughout the ages, artists have expressed themselves through various types of media.
- C) Bookmakers have long imagined ways to challenge the concept of books as static objects.
- D) Books have seemingly endless interpretations that vary from reader to reader.

CHOICE A	wrong	Europe technology of the day is not supported .
CHOICE B	wrong	Artists and media are both off topic claims .
CHOICE C	correct	The sentence following the underlined portion indicates the trials of genius devices for book production . This is matching choice C .
CHOICE D	wrong	Various interpretations of books got no support .

outcry. The author received an abundance of angry letters petitioning for Holmes's return, and **18** they were not enough to make him change his mind. It is even said that Londoners donned **19** black armbands in solidarity. Such armbands are a traditional symbol of mourning. Conan Doyle's decision was a serious blow not only to the public but also to the magazine—*Strand* editors panicked as 20,000 people canceled **20** it's subscriptions.

18

Which choice provides an additional example that is most similar to the one already in the sentence?

- A) NO CHANGE
- B) "Keep Holmes Alive" clubs formed.
- C) those writing to him came from all parts of society.
- D) he turned his attention to other forms of writing.

CHOICE A	wrong	The choice does not introduce a similar example.
CHOICE B	Correct	We need an example similar to (audience petition to the author to return the play' character Holmes) as he made him die in the play B is correct
CHOICE C	wrong	There are no similarity in the places where they came from .
CHOICE D	wrong	No similarity in other forms of writing .

SENTENCE / PARAGRAPH PLACEMENT

This is how the question looks like:

WHERE IS THE BEST LOCATION TO ADD SENTENCE 5?

- A) **where it is now** [sentence 5 supports sentence 4 and introduces sentence 6]
- B) **after sentence 2** [sentence 5 supports sentence 2 and introduces sentence 3]
- C) **before sentence 4** [sentence 5 supports sentence 3 and introduces sentence 4]
- D) **after sentence 6** [sentence 5 supports sentence 6 and introduces sentence 7]

The writer wants to add the following sentence to the paragraph

(new sentence from outside the passage)

to make the paragraph most logical, the sentence should be placed:

- A) **before sentence 1** [The new sentence must set up sentence 1]
- B) **after sentence 1** [The new sentence must support sentence 1 and set up sentence 2]
- C) **after sentence 2** [The new sentence must support sentence 2 and set up sentence 3]
- D) **after sentence 3** [The new sentence must support sentence 3 and set up sentence 4]

Paragraph Movement

This is how the question looks like:

To make the passage most logical, paragraph 2 should be placed:

A) where it is now.

**"First sentence of paragraph 2 must match the last sentence of paragraph 1
last sentence of paragraph 2 must match the first sentence of paragraph 3"**

B) after paragraph 3.

**"First sentence of paragraph 2 must match last sentence of paragraph 3
last sentence of paragraph 2 must match first sentence of paragraph 4"**

C) after paragraph 4.

**"First sentence of paragraph 2 must match last sentence of paragraph 4
last sentence of paragraph 2 must match first sentence of paragraph 5"**

D) after paragraph 5.

**"First sentence of paragraph 2 must match last sentence of paragraph 5
last sentence of paragraph 2 must match first sentence of paragraph 6"**

PRACTICE SENTENCE MOVMENT

Example 1

[1] During a visit to my son's school, I was able to eat lunch in the cafeteria. [2] When I went there at noon, students were lined up single file to pick out their meals. [3] There were four counters, each serving something different. [4] I picked up a side of salad at the first, some rice at the second, and a chicken sandwich at the third. [5] At that point, I was

eager to find a seat and enjoy my meal. [6] **What made me upset, however, was the fourth counter, which was serving cake, ice cream, and cookies.** [7] **I called up the school office to file a complaint, but nobody would listen to me.** [8] The fourth counter was the most popular one in the cafeteria.

Where is the most logical place in this paragraph to add the following sentence?

Desserts like these are bound to make students unhealthy.

- A. After sentence 2
- B. After sentence 3
- C. After sentence 4
- D. **After sentence 6**

Example 2

[1] After a year of living on futons and eating ramen, the founders at Hourglass decided that antique watches weren't profitable enough to sustain a business. [2] **Instead, they decided to invest in modern designs, create new watches, and market them at a discount online.** [3] **Hourglass soon skyrocketed to success.** [4] Within a year, it broke ten million dollars in revenue and announced its intent to expand overseas. [5] A lot of existing watch companies are now looking to buy out this company that was once on the verge of bankruptcy. [6] With those plans in place, the company began to attract the young and fashionable crowd, as well as celebrities looking for the next trend.

To make this paragraph most logical, sentence 6 should be placed

- A. where it is now.
- B. after sentence 1.
- C. **after sentence 2.**
- D. after sentence 4.

[1] Hume was part of a team of paleontologists that employed 3-D laser scanning to produce high-resolution images of each bone from two nearly complete dodo specimens. [2] The team used the images to reconstruct a more streamlined model of dodo skeletal structure; they also evaluated the individual bone images. [3] Hume noted that the robust kneecaps of *R. cucullatus*, along with its thick leg bones and broad **15** pelvis would have provided **16** them with the strength and maneuverability to easily navigate the rocky and densely forested landscape of Mauritius. [4] The prominence of these features suggests a well-developed musculature, indicating that the wings, while small in size relative to the rest of the body, likely enhanced the dodo's speed and agility. **17**

17

The writer wants to add the following sentence to the paragraph.

The team also argued for the anatomical significance of the ridges and indentations in the dodo's wing bones.

To make the paragraph most logical, the sentence should be placed

- A) after sentence 1.
- B) after sentence 2.
- C) after sentence 3.
- D) after sentence 4.

CHOICE A	wrong	Read in this order 1 + new + 2 The new sentence does not introduce anything in common .
CHOICE B	wrong	Read in this order 2 + new + 3 The new sentence does not introduce anything in common .
CHOICE C	correct	Read in this order 3 + new + 4 The new sentence supports sentence 3 and introduces sentence 4 .
CHOICE D	wrong	Read in this order 4 + new The new sentence does not introduce anything in common .

[1] In that same decade, the United States became a fledgling nation with no permanent capital. [2] Federal legislators met in eight different northern cities before they decided that, as part of a broader compromise, a capital should be built farther south. [3] His cousin George likely recommended Banneker for the job. [4] In 1791 President Washington issued a directive: the capital would be situated on the Potomac River and encompass a ten-mile square that included the booming ports of Georgetown, then a part of Maryland, and Alexandria, Virginia. [5] Leading the team to determine the capital's boundaries **6** were Major Andrew Ellicott, a well-known land surveyor who needed a capable assistant. [6] Land surveying, the art of measuring horizontal and vertical distances between objects, demands a strong command of trigonometry and astronomy, **7** particularly to the ability to chart mathematically the course of celestial bodies in relation to the curvature of the rotating Earth—skills Banneker possessed. **8**

8

To make this paragraph most logical, sentence 3 should be placed

- A) where it is now.
- B) after sentence 4.
- C) after sentence 5.
- D) after sentence 6.

CHOICE A	wrong	Read in this order 2 + 3 + 4 Sentence 3 does not introduce sentence 4 or support sentence 2 .
CHOICE B	wrong	Read in this order 4 + 3 + 5 sentence 3 does not introduce sentence 5 or support sentence 4 .
CHOICE C	correct	Read in this order 5 + 3 + 6 sentence 3 supports sentence 5 and introduces sentence 6 .
CHOICE D	wrong	Read in this order 6 + 3 sentence 3 does not support sentence 6 .

