

## **SAT EXAM-TAKING TIPS (Web resource: <https://blog.prepscholar.com/sat-tips-and-tricks-you-must-use>)**

### **Tip 1: Eliminate 3 Wrong Answers**

The most important rule to remember for the SAT is that there is only one correct answer for each question, and you should be able to eliminate all the others. This means that your number one strategy on the test is process of elimination. If you're struggling with a question, try to find reasons to rule out most of the answers rather than reasons why certain options could work.

Learn to be extremely picky about which answers to eliminate. This especially applies to the Reading and Writing sections. If a question seems subjective, keep reminding yourself that it's an illusion. All incorrect choices are incorrect for good reasons, and it's your job to find those reasons until you narrow your answers down to one possibility.

### **Tip 2: Always Understand Your Mistakes**

This is vital if you want to see dramatic improvements. If you take the time to understand each mistake you make on practice questions, why you made it, and what you will do to avoid it in the future, you're virtually guaranteed a good score on the test.

Mistakes usually fall into one of four categories:

#1: Content weakness

#2: Time pressure

#3: Question comprehension issue

#4: Careless error

After you finish a practice test, catalog all the questions you answer incorrectly so you can work on detecting error patterns. Did you consistently answer a particular type of math question wrong (content weakness)? Did you keep missing the words "except" or "least" (careless error) in questions? Did you consistently miss questions at the end of sections (time pressure)?

Whatever your issues, you have to understand them completely so you can fix the problems you're having and see positive changes in your scores!

### **Tip 3: Pay Attention to Connotation and Context**

This tip is critical for answering tough questions in the Reading section. Look for words that indicate positive or negative connotation in the part of the passage that the question references. This can help you to eliminate at least a couple of choices even if you have no idea which of the remaining choices is correct.

Context is also very important! Don't just look at the exact line that is referenced in the question—look at the sentences around it too. Look for contrast words such as "however", "rather than" or "still". You should also pay attention to strong adjectives that might help you to determine connotation.

### **Tip 4: Use Find the Evidence Questions to Your Advantage**

The new SAT has questions that ask you to choose an excerpt from the passage that serves as the best evidence for your answer to the previous question. These new questions can help you tremendously in identifying mistakes and clearing up ambiguities.

For example, say you've picked out two answers that you think could be correct for a reading question. If the next question asks you to identify the best evidence for your answer, you can read through all the options the find-the-evidence question gives you and see which choice most directly connects to one of your two potential responses for the previous question. In almost every case, it will become abundantly clear which of the two choices is correct because only that one will have a corresponding tidbit of direct evidence tucked away in one of the answer choices for the find the evidence question.

### Tip 5: Read Passages Strategically

Try to nail down a good passage reading strategy for the SAT before test day. This will save you time and stress later. There are a few methods you might use depending on how comfortable you are with the test and where you are in your reading comprehension skills.

#### Method 1: Skim the Passage First

This is the method I would be most inclined to recommend. You can get a sense of the main ideas of the passage without wasting too much time reading it closely. To skim effectively, just read the introductory paragraph, conclusion paragraph, and first and last sentences of each body paragraph.

Answer main idea questions first while the overall point of the passage is still fresh in your mind. Then you can read specific sections of the passage more closely as needed to answer questions about smaller details.

#### Method 2: Skip Straight to the Questions

Because the SAT gives you line numbers for questions on the Reading section, skipping the passage altogether can be an effective initial strategy. If you do this, you should answer questions about small details in the passage first, so you end up reading a bit of the passage while answering questions. Then, when you move on to main idea questions later, you'll already have a solid sense of the message of the passage as a whole.

#### Method 3: Read the Passage in Full

If you're both a quick and thorough reader, you might be able to pull this off without any problems. Just make sure it's not slowing you down. There's more material to read on the new SAT, so this strategy might be less feasible than it was in the past.

If you're reading this way and find you can save a few minutes (and not lose any points) by using one of the other methods, then you should do that instead. It's always better to have extra time at the end so you can double-check your answers!

### Tip 6: Don't Ignore Passage Introductions

At the beginning of every passage on the SAT, there is a little italicized blurb giving you a bit of context about the passage and its author. This introductory blurb contains valuable information, and if you skip it, you could miss out on easy points.

At the very least, passage introductions give you context for what you're about to read so you aren't too confused about who's who or where the passage is set. Even if your method of attack for SAT passages is to skip straight to the questions, you should still make a point of reading the italicized intro before you do anything else.

### Tip 7: Get Interested in the Passages

If you want to retain information as you're reading passages on the SAT, the best way to do it is to force yourself to engage with the material. Treat this as a learning experience, not a chore, and you'll find it much easier to remember what happened in the passage. If your brain is in "wow, interesting" mode rather than "blah, blah, just have to get to the questions" mode, you'll have a more pleasant experience on the test and a better time answering the questions overall.

### Tip 8: Look for Direct Evidence

Though questions on SAT reading may sometimes seem subjective, the reality is that you should always be able to find direct evidence in the passage or chart you are referencing to support your answers.

Even inference questions, which ask you to look beyond the literal facts in the passage, will be backed up by logical deductions that can be made from the evidence that is presented. For inference questions especially, you might end up looking beyond the sentence referenced in the question to find the evidence you need. But the evidence is always in there somewhere!

If you're thinking about choosing an answer that seems like it could be correct, but you can't find any evidence for it, hold off. Any answer that can't be backed up by specific information in the passage has to be incorrect.

**Questions 33-42 are based on the following passage.**

This passage is adapted from Elizabeth Cady Stanton's address to the 1869 Woman Suffrage Convention in Washington, DC.

I urge a sixteenth amendment, because "manhood suffrage," or a man's government, is civil, religious, and social disorganization. The male element is a  
Line destructive force, stern, selfish, aggrandizing, loving  
5 war, violence, conquest, acquisition, breeding in the material and moral world alike discord, disorder, disease, and death. See what a record of blood and cruelty the pages of history reveal! Through what slavery, slaughter, and sacrifice, through what  
10 inquisitions and imprisonments, pains and persecutions, black codes and gloomy creeds, the soul of humanity has struggled for the centuries, while mercy has veiled her face and all hearts have been dead alike to love and hope!  
15 The male element has held high carnival thus far; it has fairly run riot from the beginning, overpowering the feminine element everywhere, crushing out all the diviner qualities in human nature, until we know but little of true manhood and  
20 womanhood, of the latter comparatively nothing, for it has scarce been recognized as a power until within the last century. Society is but the reflection of man himself, untempered by woman's thought; the hard iron rule we feel alike in the church, the state, and the  
25 home. No one need wonder at the disorganization, at the fragmentary condition of everything, when we remember that man, who represents but half a complete being, with but half an idea on every subject, has undertaken the absolute control of all  
30 sublunary matters.

People object to the demands of those whom they choose to call the strong-minded, because they say "the right of suffrage will make the women masculine." That is just the difficulty in which we are  
35 involved today. Though disfranchised, we have few women in the best sense; we have simply so many reflections, varieties, and dilutions of the masculine gender. The strong, natural characteristics of womanhood are repressed and ignored in

40 dependence, for so long as man feeds woman she will try to please the giver and adapt herself to his condition. To keep a foothold in society, woman must be as near like man as possible, reflect his ideas, opinions, virtues, motives, prejudices, and vices. She  
45 must respect his statutes, though they strip her of every inalienable right, and conflict with that higher law written by the finger of God on her own soul. . . .  
. . . [M]an has been molding woman to his ideas by direct and positive influences, while she, if not a  
50 negation, has used indirect means to control him, and in most cases developed the very characteristics both in him and herself that needed repression. And now man himself stands appalled at the results of his own excesses, and mourns in bitterness that  
55 falsehood, selfishness, and violence are the law of life. The need of this hour is not territory, gold mines, railroads, or specie payments but a new evangel of womanhood, to exalt purity, virtue, morality, true religion, to lift man up into the higher realms of  
60 thought and action.

We ask woman's enfranchisement, as the first step toward the recognition of that essential element in government that can only secure the health, strength, and prosperity of the nation. Whatever is done to lift  
65 woman to her true position will help to usher in a new day of peace and perfection for the race.

In speaking of the masculine element, I do not wish to be understood to say that all men are hard, selfish, and brutal, for many of the most beautiful  
70 spirits the world has known have been clothed with manhood; but I refer to those characteristics, though often marked in woman, that distinguish what is called the stronger sex. For example, the love of acquisition and conquest, the very pioneers of  
75 civilization, when expended on the earth, the sea, the elements, the riches and forces of nature, are powers of destruction when used to subjugate one man to another or to sacrifice nations to ambition.

Here that great conservator of woman's love, if  
80 permitted to assert itself, as it naturally would in freedom against oppression, violence, and war, would hold all these destructive forces in check, for woman knows the cost of life better than man does, and not with her consent would one drop of blood  
85 ever be shed, one life sacrificed in vain.

33

The central problem that Stanton describes in the passage is that women have been

- A) denied equal educational opportunities, which has kept them from reaching their potential.
- B) prevented from exerting their positive influence on men, which has led to societal breakdown.
- C) prevented from voting, which has resulted in poor candidates winning important elections.
- D) blocked by men from serving as legislators, which has allowed the creation of unjust laws.

34

Stanton uses the phrase “high carnival” (line 15) mainly to emphasize what she sees as the

- A) utter domination of women by men.
- B) freewheeling spirit of the age.
- C) scandalous decline in moral values.
- D) growing power of women in society.

35

Stanton claims that which of the following was a relatively recent historical development?

- A) The control of society by men
- B) The spread of war and injustice
- C) The domination of domestic life by men
- D) The acknowledgment of women’s true character

36

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

- A) Lines 3-7 (“The male . . . death”)
- B) Lines 15-22 (“The male . . . century”)
- C) Lines 22-25 (“Society . . . home”)
- D) Lines 48-52 (“[M]an . . . repression”)

37

As used in line 24, “rule” most nearly refers to

- A) a general guideline.
- B) a controlling force.
- C) an established habit.
- D) a procedural method.

38

It can reasonably be inferred that “the strong-minded” (line 32) was a term generally intended to

- A) praise women who fight for their long-denied rights.
- B) identify women who demonstrate intellectual skill.
- C) criticize women who enter male-dominated professions.
- D) condemn women who agitate for the vote for their sex.

39

As used in line 36, “best” most nearly means

- A) superior.
- B) excellent.
- C) genuine.
- D) rarest.

40

Stanton contends that the situation she describes in the passage has become so dire that even men have begun to

- A) lament the problems they have created.
- B) join the call for woman suffrage.
- C) consider women their social equals.
- D) ask women how to improve civic life.

41

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

- A) Lines 25-30 (“No one . . . matters”)
- B) Lines 53-55 (“And now . . . life”)
- C) Lines 56-60 (“The need . . . action”)
- D) Lines 61-64 (“We ask . . . nation”)

42

The sixth paragraph (lines 67-78) is primarily concerned with establishing a contrast between

- A) men and women.
- B) the spiritual world and the material world.
- C) bad men and good men.
- D) men and masculine traits.

**Questions 43-52 are based on the following passage and supplementary material.**

This passage is adapted from Geoffrey Giller, “Long a Mystery, How 500-Meter-High Undersea Waves Form Is Revealed.” ©2014 by Scientific American.

Some of the largest ocean waves in the world are nearly impossible to see. Unlike other large waves, these rollers, called internal waves, do not ride the ocean surface. Instead, they move underwater, undetectable without the use of satellite imagery or sophisticated monitoring equipment. Despite their hidden nature, internal waves are fundamental parts of ocean water dynamics, transferring heat to the ocean depths and bringing up cold water from below. And they can reach staggering heights—some as tall as skyscrapers.

Because these waves are involved in ocean mixing and thus the transfer of heat, understanding them is crucial to global climate modeling, says Tom Peacock, a researcher at the Massachusetts Institute of Technology. Most models fail to take internal waves into account. “If we want to have more and more accurate climate models, we have to be able to capture processes such as this,” Peacock says.

Peacock and his colleagues tried to do just that. Their study, published in November in *Geophysical Research Letters*, focused on internal waves generated in the Luzon Strait, which separates Taiwan and the Philippines. Internal waves in this region, thought to be some of the largest in the world, can reach about 500 meters high. “That’s the same height as the Freedom Tower that’s just been built in New York,” Peacock says.

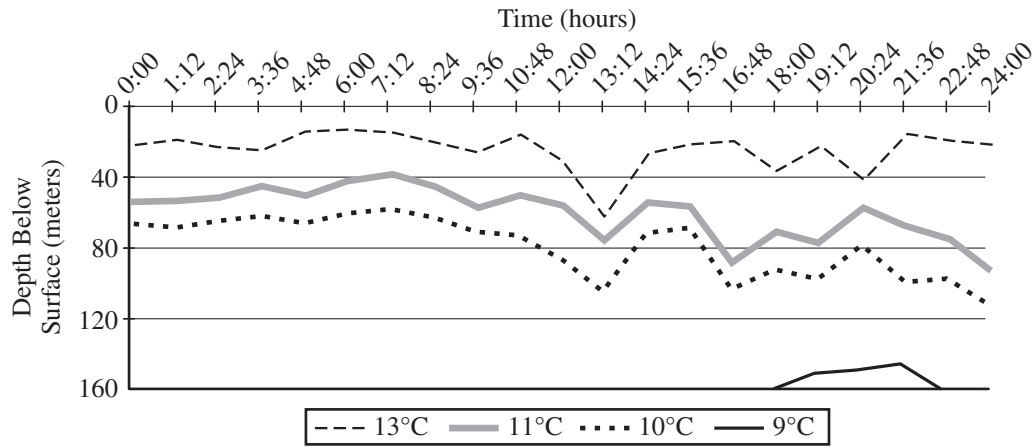
Although scientists knew of this phenomenon in the South China Sea and beyond, they didn’t know exactly how internal waves formed. To find out, Peacock and a team of researchers from M.I.T. and Woods Hole Oceanographic Institution worked with France’s National Center for Scientific Research using a giant facility there called the Coriolis Platform. The rotating platform, about 15 meters (49.2 feet) in diameter, turns at variable speeds and can simulate Earth’s rotation. It also has walls, which means scientists can fill it with water and create accurate, large-scale simulations of various oceanographic scenarios.

Peacock and his team built a carbon-fiber resin scale model of the Luzon Strait, including the islands and surrounding ocean floor topography. Then they filled the platform with water of varying salinity to replicate the different densities found at the strait, with denser, saltier water below and lighter, less briny water above. Small particles were added to the solution and illuminated with lights from below in order to track how the liquid moved. Finally, they re-created tides using two large plungers to see how the internal waves themselves formed.

The Luzon Strait’s underwater topography, with a distinct double-ridge shape, turns out to be responsible for generating the underwater waves. As the tide rises and falls and water moves through the strait, colder, denser water is pushed up over the ridges into warmer, less dense layers above it. This action results in bumps of colder water trailed by warmer water that generate an internal wave. As these waves move toward land, they become steeper—much the same way waves at the beach become taller before they hit the shore—until they break on a continental shelf.

The researchers were also able to devise a mathematical model that describes the movement and formation of these waves. Whereas the model is specific to the Luzon Strait, it can still help researchers understand how internal waves are generated in other places around the world. Eventually, this information will be incorporated into global climate models, making them more accurate. “It’s very clear, within the context of these [global climate] models, that internal waves play a role in driving ocean circulations,” Peacock says.

CHANGES IN DEPTH OF ISOTHERMS\*  
IN AN INTERNAL WAVE OVER A 24-HOUR PERIOD



\* Bands of water of constant temperatures

Adapted from Justin Small et al., "Internal Solitons in the Ocean: Prediction from SAR." ©1998 by Oceanography, Defence Evaluation and Research Agency.

43

The first paragraph serves mainly to

- A) explain how a scientific device is used.
- B) note a common misconception about an event.
- C) describe a natural phenomenon and address its importance.
- D) present a recent study and summarize its findings.

44

As used in line 19, "capture" is closest in meaning to

- A) control.
- B) record.
- C) secure.
- D) absorb.

45

According to Peacock, the ability to monitor internal waves is significant primarily because

- A) it will allow scientists to verify the maximum height of such waves.
- B) it will allow researchers to shift their focus to improving the quality of satellite images.
- C) the study of wave patterns will enable regions to predict and prevent coastal damage.
- D) the study of such waves will inform the development of key scientific models.

46

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

- A) Lines 1-2 ("Some . . . see")
- B) Lines 4-6 ("they . . . equipment")
- C) Lines 17-19 ("If . . . this")
- D) Lines 24-26 ("Internal . . . high")

47

As used in line 65, “devise” most nearly means

- A) create.
- B) solve.
- C) imagine.
- D) begin.

48

Based on information in the passage, it can reasonably be inferred that all internal waves

- A) reach approximately the same height even though the locations and depths of continental shelves vary.
- B) may be caused by similar factors but are influenced by the distinct topographies of different regions.
- C) can be traced to inconsistencies in the tidal patterns of deep ocean water located near islands.
- D) are generated by the movement of dense water over a relatively flat section of the ocean floor.

49

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

- A) Lines 29-31 (“Although . . . formed”)
- B) Lines 56-58 (“As the . . . it”)
- C) Lines 61-64 (“As these . . . shelf”)
- D) Lines 67-70 (“Whereas . . . world”)

50

In the graph, which isotherm displays an increase in depth below the surface during the period 19:12 to 20:24?

- A) 9°C
- B) 10°C
- C) 11°C
- D) 13°C

51

Which concept is supported by the passage and by the information in the graph?

- A) Internal waves cause water of varying salinity to mix.
- B) Internal waves push denser water above layers of less dense water.
- C) Internal waves push bands of cold water above bands of warmer water.
- D) Internal waves do not rise to break the ocean’s surface.

52

How does the graph support the author’s point that internal waves affect ocean water dynamics?

- A) It demonstrates that wave movement forces warmer water down to depths that typically are colder.
- B) It reveals the degree to which an internal wave affects the density of deep layers of cold water.
- C) It illustrates the change in surface temperature that takes place during an isolated series of deep waves.
- D) It shows that multiple waves rising near the surface of the ocean disrupt the flow of normal tides.

# STOP

**If you finish before time is called, you may check your work on this section only.**

**Do not turn to any other section.**



## Olympiads School English SAT Prep

### U.S. Founding Document Reading Test Exercise

According to the College Board, "The SAT Reading Test includes a passage from either a U.S. founding document or a text in the Great Global Conversation. The questions will ask you to think about such things as the author's main points, word choice, and persuasive techniques."

#### U.S. Founding Document: "The Gettysburg Address" (1863)

**Author: Abraham Lincoln**

**Genre: Speech**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

1

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

5

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

10

15

20

**Answer the following questions with evidence from the previous passage.**

1. What is the central purpose of Abraham Lincoln's speech?

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2. The speech begins, "Four score and seven years ago our fathers brought forth on this continent..." How would the rhetorical effect have been different had Lincoln started, "Eighty-seven years ago our fathers brought forth on this continent..."?

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3. Think about the style and tone of the speech, and consider how that style relates to the "purpose" you identified in your answer to number 1. Pick three words from the speech that are reflective of that style, and explain how they relate to the overall purpose.

1). \_\_\_\_\_.

2). \_\_\_\_\_.

3). \_\_\_\_\_.

# Powerful Verbs for Weaving Ideas in Essays

The following verbs are helpful as a means of showing how an example or quote in literature Supports an idea or interpretation.

**Example (CD)** + **Verb** + **Explanation or Significance (CM)**

You may use the above in a sentence as a general formula that may need modified to fit each situation.

Example from The Pearl: The act of hurling the pearl into the sea <sup>verb</sup> suggests that the beauty of the soul cannot be bought.  
(Concrete Detail)  
(Commentary)

Example from The Once and Future King: Arthur’s hint of caution to Lancelot and Guenevere regarding Mordred confirms that he had suspected their affair all along; he had pretended not to know for their sake and for the sake of the kingdom.

## Active Verbs

**Note of Caution:** Only use the verbs you're familiar with unless you take the time to examine the definition in the dictionary. **This is NOT a list of synonyms.** Each word has specific usage patterns that are unique to its meaning.

<b>Literary Essay</b>	<b>Report or Persuasive Essay that refers to an expert's opinion or research studies</b>	<b>Report or Persuasive Essay that describes beginnings, causes, effects, etc.</b>	<b>Persuasive Essay that refers to the possibilities of what ideas can do, create, or assist with</b>	<b>Report or Persuasive Essay that involves laws or legal proposals</b>
Alludes to Attests Clarifies Confirms Conveys Denotes Depicts Determines Displays Emphasizes Entails Establishes Exemplifies Explains Exposes Expounds Highlights Hints Illustrates Implies Connotes Indicates Portrays Represents Reveals Shows Signifies Substantiates Suggests Typifies Underscores	Analyzes Assumes Concludes Confirms Considers Construes Deduces Deliberates Demonstrates Examines Explores Identifies Imparts Indicates Maintains Manifests Misconstrues Observes Perceives Pinpoints Presumes Questions Reasons Refers Remarks Scrutinizes Speculates Substantiates Supports Supposes Theorizes Upholds Validates Verifies	Advances Affects Compels Discovers Empowers Forces Generates Ignites Impacts Imposes Incites Includes Influences Initiates Initiates Commences Instigates Introduces Involves Kindles Launches Leads to Presents Pressures Promotes Prompts Provokes Results in Sparks Stimulates Triggers Yields	Accomplishes Achieves Aids Alleviates Ameliorates Assembles Assists Attains Attempts Augments Builds Constructs Delivers Develops Discourages Emits Encourages Engenders Enhances Enriches Establishes Expands Facilitates Grants Improves Increases Manufactures Offers Produces Progresses Provides Reaches Supplies Transforms	Authorizes Allows Permits Sanctions Licenses Documents Consents Forbids Prohibits Disallows Endorses Bans Secures Guarantees Bars Outlaws Inhibits Hinders Prevents Precludes Thwarts Averts Defends Protects Safeguards Guards Neglects