

## OLYMPIADS SCHOOL – SAT PREP – HOMEWORK 2

NAME (FIRST AND LAST): \_\_\_\_\_ GRADE: \_\_\_\_\_

DAY, TIME, TEACHER: \_\_\_\_\_

### Writing and Language Section

The writing and language section contains passages that are accompanied by a number of questions:

For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions. (College Board, SAT Practice Test 1)

You may be tested on your sensitivity to these areas:

1. Coherence of a paragraph (e.g., whether sentences in a paragraph support a stated claim).
2. Proper punctuation for items in a series.
3. Logical progression of ideas.
4. Deviations from standard English usage.
5. Redundancy.
6. Logical transitions.
7. Proper usage in the context.
8. Syntactical and grammatical coherence.

Let's focus on areas 1, 3, 6, and 7 Read the following passage and respond to the questions that follow.

#### Climate Change and Pollution Threaten Future Food Supplies

Adapted from <http://www.iflscience.com/environment/climate-change-and-pollution-threaten-future-food-supplies>

July 29, 2014 | by Lisa Winter

##### Introduction

There have been studies implicating air pollution for causing lower crop yields. There have been studies accusing climate change of the same thing. However, scientists have often overlooked the damaging potential of these two factors working in concert. A new study led by Colette Heald of MIT has revealed that when pollution and climate change are **factored** together, four of the largest crops in the world will be severely affected by 2050, which threatens global food security. The team's findings were published in the journal Nature Climate Change.

##### Body Paragraph 1

On a global level, half of the calories consumed each day come from corn, wheat, rice, and soy. Unfortunately, all of them are threatened by the challenges of a warming climate and ozone air pollution, though not in the same way. Corn has difficulty growing in the heat, and wheat is more sensitive to poor air quality. Soybeans get hit especially hard, because heat increases ozone production from the reactions in sunlight which create harmful compounds and damage the plant.

##### Body Paragraph 2

There are a lot of factors that go into projecting what the global population will be by 2050, but between population growth, decreased infant mortality, increased life expectancy, and dietary changes, the world will need to produce about 50% more food than it currently does. Unfortunately, Heald's team found that global crop yields are predicted to decrease.

##### Body Paragraph 3

Without altering any other factors, increased temperatures will likely decrease crop yield by about 10%. When the team adjusted the amount of ozone, the outcomes were **exacerbated** or improved. Ozone pollution causes plant leaves to become discolored or speckled, but those symptoms can also be caused by various fungal infections or nutrient deficiencies. Though climate change isn't going to help any of the four major crops, air quality seems to make the biggest difference in projected outcome.

**Body Paragraph 4**

The team ran the numbers under a few different scenarios regarding temperature and air quality. Under more dire circumstances, crops may be reduced by 15%. Scenarios that involve cleaner air put that figure at 9%. This is even worse for regions that are already plagued by hunger. Worst case scenario, malnourishment in developing countries would increase from 18 to 27%. However, even the most optimistic air quality figures would still increase that figure to about 22%.

**Conclusion**

There are ways to make this impending food demand a little easier to manage. About one third of all food in the world is wasted, according to the UN's Food and Agriculture Organization. If this waste were eliminated, there would be enough food to feed an additional 2 billion people, without changing anything else. Even if food waste was completely eliminated, that is not enough to meet the projected food demands. The agricultural community will need to address the need for decreased emissions and better crop planning based on region in order to **mitigate** the impending global food shortage.

**1. Detecting Claims**

Summarize the main idea of each body paragraph. You must write complete sentences.

Body paragraph 1: \_\_\_\_\_

Body paragraph 2: \_\_\_\_\_

Body paragraph 3: \_\_\_\_\_

Body paragraph 4: \_\_\_\_\_

**2. Coherence within a paragraph**

Analyze body paragraph 1. Do all the sentences help support a main idea? Explain.

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**3. Logical progression of ideas**

Do the four body paragraph proceed logically from one to another? Explain.

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**4. Logical transitions**

Is the transition word, "However," in body paragraph 4 used logically? Explain.

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### 5. Proper usage in context

The sentences below are from the passage. Explain the meaning of the underlined words by discussing the context of the sentence or of the passage as a whole. Try to use **quotations marks** whenever you are drawing attention to the word. (E.g., *The word “factor” means...*). This is a habit we should cultivate not just for the SAT, but also for academic writing.

- a) A new study led by Colette Heald of MIT has revealed that when pollution and climate change are **factored** together, four of the largest crops in the world will be severely affected by 2050, which threatens global food security.
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- b) Without altering any other factors, increased temperatures will likely decrease crop yield by about 10%. When the team adjusted the amount of ozone, the outcomes were **exacerbated** or improved.
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- c) The agricultural community will need to address the need for decreased emissions and better crop planning based on region in order to **mitigate** the impending global food shortage.
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### Reading Section

In the reading section of the SAT, you may have to respond to questions about literary passages. You may be tested on the following areas:

- The main purpose of the passage.
- The central claim of the passage.
- The writer's diction.
- The writer's choice of setting.
- The use of evidence to support an interpretation.
- Tone (the writer's or the character's)
- Vocabulary (finding a synonym to replace a word in the passage)

### Instructions

Read the following excerpt from the first pages of a novel and respond to the questions that follow.

Once upon a time and a very good time it was there was a moocow coming down along the road and this moocow that was coming down along the road met a nicens little boy named baby tuckoo....

His father told him that story: his father looked at him through a glass: he had a hairy face.

He was baby tuckoo. The moocow came down the road where Betty Byrne lived: she sold lemon platt.

O, the wild rose blossoms  
On the little green place.

He sang that song. That was his song.

O, the green wothe botheth.

When you wet the bed, first it is warm then it gets cold. His mother put on the oilsheet. That had the queer smell.

His mother had a nicer smell than his father. She played on the piano the sailor's hornpipe for him to dance. He danced:

Tralala lala,  
Tralala tralaladdy,  
Tralala lala,  
Tralala lala.

Uncle Charles and Dante clapped. They were older than his father and mother but uncle Charles was older than Dante.

Dante had two brushes in her press. The brush with the maroon velvet back was for Michael Davitt and the brush with the green velvet back was for Parnell. Dante gave him a cachou every time he brought her a piece of tissue paper.

The Vances lived in number seven. They had a different father and mother. They were Eileen's father and mother. When they were grown up he was going to marry Eileen. He hid under the table. His mother said:

—O, Stephen will apologise.

Dante said:

—O, if not, the eagles will come and pull out his eyes.—

Pull out his eyes,  
Apologise,  
Apologise,  
Pull out his eyes.

Apologise,  
Pull out his eyes,  
Pull out his eyes,  
Apologise.

The wide playgrounds were swarming with boys. All were shouting and the prefects urged them on with strong cries. The evening air was pale and chilly and after every charge and thud of the footballers the greasy leather orb flew like a heavy bird through the grey light. He kept on the fringe of his line, out of sight of his prefect, out of the reach of the rude feet, feigning to run now and then. He felt his body small and weak amid the throng of the players and his eyes were weak and watery. Rody Kickham was not like that: he would be captain of the third line all the fellows said.

Rody Kickham was a decent fellow but Nasty Roche was a stink. Rody Kickham had greaves in his number and a hamper in the refectory. Nasty Roche had big hands. He called the Friday pudding dog-in-the-blanket. And one day he had asked:

—What is your name?

Stephen had answered: Stephen Dedalus.

Then Nasty Roche had said:

—What kind of a name is that?

And when Stephen had not been able to answer Nasty Roche had asked:

—What is your father?

Stephen had answered:

—A gentleman.

Then Nasty Roche had asked:

—Is he a magistrate?

He crept about from point to point on the fringe of his line, making little runs now and then. But his hands were bluish with cold. He kept his hands in the side pockets of his belted grey suit. That was a belt round his pocket. And belt was also to give a fellow a belt. One day a fellow said to Cantwell:

—I'd give you such a belt in a second.

Cantwell had answered:

—Go and fight your match. Give Cecil Thunder a belt. I'd like to see you. He'd give you a toe in the rump for yourself.

That was not a nice expression. His mother had told him not to speak with the rough boys in the college. Nice mother! The first day in the hall of the castle when she had said goodbye she had put up her veil double to her nose to kiss him: and her nose and eyes were red. But he had pretended not to see that she was going to cry. She was a nice mother but she was not so nice when she cried. And his father had given him two five-shilling pieces for pocket money. And his father had told him if he wanted anything to write home to him and, whatever he did, never to peach on a fellow. Then at the door of the castle the rector had shaken hands with his father and mother, his soutane fluttering in the breeze, and the car had driven off with his father and mother on it. They had cried to him from the car, waving their hands:

—Goodbye, Stephen, goodbye!

—Goodbye, Stephen, goodbye!

1. What is a distinctive feature of the writer's diction (i.e., choice of words)?

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2. What could be the main purpose of the passage? Support your inference with evidence from the passage.

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3. What is/are the setting(s)? Support your inference with evidence from the passage.

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4.

*Then Nasty Roche had said:*

— *What kind of a name is that?*

*And when Stephen had not been able to answer Nasty Roche had asked:*

— *What is your father?*

*Stephen had answered:*

— *A gentleman.*

*Then Nasty Roche had asked:*

— *Is he a magistrate?*

What is Nasty Roche's tone of voice when he says, "What kind of a name is that?"  
Support your inference with evidence from the passage.

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**THE END**