

NAME (FIRST AND LAST): _____ GRADE: _____

DAY, TIME, TEACHER: _____

From the College Board study guide:

Expression of Ideas questions deal with improving the substance and quality of the writer's message. You'll be asked to revise passages to improve the development of the topic, the organization of information and ideas, and the effectiveness of the language use. Development questions, which include questions about main ideas (such as topic sentences and thesis statements), supporting details, focus, and quantitative information in tables, graphs, charts, and so on... Organization questions focus on logical sequence and placement of information and ideas as well as effective introductions, conclusions, and transitions. Effective Language Use questions ask you to improve precision and concision (e.g., eliminating wordiness), consider style and tone (e.g., making sure that the tone is consistent throughout the passage), and combine sentences to improve flow and to achieve particular rhetorical effects (such as emphasis on one point over another).

Directions

Let's practise improving the substance and quality of the writer's message. The following passages are early drafts of essays. Some parts of the passages need to be rewritten.

Read the passages and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Passage 1

(1) My father has an exceptional talent. (2) The ability to understand people. (3) When I have a problem that I think no one else will understand, I take it to my father. (4) He listens intently, asks me some questions, and my feelings are seemingly known by him exactly. (5) Even my twin sister can talk to him more easily than to me. (6) Many people seem too busy to take the time to understand one another. (7) My father, by all accounts, sees taking time to listen as essential to any relationship, whether it involves family, friendship, or work.

(8) At work, my father's friends and work associates benefit from this talent. (9) His job requires him to attend social events and sometimes I go along. (10) I have watched him at dinner; his eyes are fixed on whoever is speaking, and he nods his head at every remark. (11) My father emerges from such a conversation with what I believe is a true sense of the speaker's meaning. (12) In the same way, we choose our friends.

(13) My father's ability to listen affects his whole life. **(14)** His ability allows him to form strong relationships with his coworkers and earns him lasting friendships. **(15)** It allows him to have open conversations with his children. **(16)** Furthermore, it has strengthened his relationship with my mother. **(17)** Certainly, his talent is one that I hope to develop as I mature.

1. Of the following, which is the best way to revise and combine sentences 1 and 2 (reproduced below)?

My father has an exceptional talent. The ability to understand people.

- (A) My father has an exceptional talent and the ability to understand people.
- (B) My father has an exceptional talent that includes the ability to understand people.
- (C) My father has an exceptional talent: the ability to understand people.
- (D) My father has an exceptional talent, it is his ability to understand people.
- (E) Despite my father's exceptional talent, he still has the ability to understand people.

2. Of the following, which is the best way to phrase sentence 4 (reproduced below)?

He listens intently, asks me some questions, and my feelings are seemingly known by him exactly.

- (A) (As it is now)
- (B) Listening intently, he will ask me some questions and then my exact feelings are seemingly known to him.
- (C) As he listens to me and asks me some questions, he seems to be knowing exactly my feelings.
- (D) He listened to me and asked me some questions, seeming to know exactly how I felt.
- (E) He listens intently, asks me some questions, and then seems to know exactly how I feel.

3. In sentence 7, the phrase *by all accounts* is best replaced by

- (A) however
- (B) moreover
- (C) to my knowledge
- (D) like my sister
- (E) but nevertheless

4. Which of the following sentences should be omitted to improve the unity of the second paragraph?

- (A) Sentence 8
- (B) Sentence 9
- (C) Sentence 10
- (D) Sentence 11
- (E) Sentence 12

5. In context, which of the following is the best way to phrase the underlined portion of sentence 16 (reproduced below)?

Furthermore, it has strengthened his relationship with my mother.

- (A) (As it is now)
- (B) Further strengthening
- (C) But it strengthens
- (D) However, he is strengthening
- (E) Considering this, he strengthens

SAT ESSAY Prompt

As you read the passage below, consider how Richard Conniff uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Richard Conniff, “What the Luddites Really Fought Against.” ©2011 by *Smithsonian Magazine*. Originally published March 11, 2011.

The original Luddites were neither opposed to technology nor inept at using it. Many were highly skilled machine operators in the textile industry. Nor was the technology they attacked particularly new. Moreover, the idea of smashing machines as a form of industrial protest did not begin or end with them. In truth, the secret of their enduring reputation depends less on what they did than on the name under which they did it. You could say they were good at branding.

The Luddite disturbances started in circumstances at least superficially similar to our own. British working families at the start of the 19th century were enduring economic upheaval and widespread unemployment. A seemingly endless war against Napoleon’s France had brought “the hard pinch of poverty,” wrote Yorkshire historian Frank Peel, to homes “where it had hitherto been a stranger.” Food was scarce and rapidly becoming more costly. Then, on March 11, 1811, in Nottingham, a textile manufacturing center, British troops broke up a crowd of protesters demanding more work and better wages.

That night, angry workers smashed textile machinery in a nearby village. Similar attacks occurred nightly at first, then sporadically, and then in waves, eventually spreading across a 70-mile swath of northern England from Loughborough in the south to Wakefield in the north. Fearing a national movement, the government soon positioned thousands of soldiers to defend factories. Parliament passed a measure to make machine-breaking a capital offense.

But the Luddites were neither as organized nor as dangerous as authorities believed. They set some factories on fire, but mainly they confined themselves to breaking machines. In truth, they inflicted less violence than they encountered. In one of the bloodiest incidents, in April 1812, some 2,000 protesters mobbed a mill near Manchester. The owner ordered his men to fire into the crowd, killing at least 3 and wounding 18. Soldiers killed at least 5 more the next day.

Earlier that month, a crowd of about 150 protesters had exchanged gunfire with the defenders of a mill in Yorkshire, and two Luddites died. Soon, Luddites there retaliated by killing a mill owner, who in the thick of the protests had supposedly boasted that he would ride up to his britches in Luddite blood. Three Luddites were hanged for the murder; other courts, often under political pressure, sent many more to the gallows or to exile in Australia before the last such disturbance, in 1816.

One technology the Luddites commonly attacked was the stocking frame, a knitting machine first developed more than 200 years earlier by an Englishman named William Lee. Right from the start, concern that it would displace traditional hand-knitters had led Queen Elizabeth I to deny Lee a patent. Lee's invention, with gradual improvements, helped the textile industry grow—and created many new jobs. But labor disputes caused sporadic outbreaks of violent resistance. Episodes of machine-breaking occurred in Britain from the 1760s onward, and in France during the 1789 revolution.

As the Industrial Revolution began, workers naturally worried about being displaced by increasingly efficient machines. But the Luddites themselves “were totally fine with machines,” says Kevin Binfield, editor of the 2004 collection *Writings of the Luddites*. They confined their attacks to manufacturers who used machines in what they called “a fraudulent and deceitful manner” to get around standard labor practices. “They just wanted machines that made high-quality goods,” says Binfield, “and they wanted these machines to be run by workers who had gone through an apprenticeship and got paid decent wages. Those were their only concerns.”

So if the Luddites weren't attacking the technological foundations of industry, what made them so frightening to manufacturers? And what makes them so memorable even now? Credit on both counts goes largely to a phantom.

Ned Ludd, also known as Captain, General or even King Ludd, first turned up as part of a Nottingham protest in November 1811, and was soon on the move from one industrial center to the next. This elusive leader clearly inspired the protesters. And his apparent command of unseen armies, drilling by night, also spooked the forces of law and order. Government agents made finding him a consuming goal. In one case, a militiaman reported spotting the dreaded general with “a pike in his hand, like a serjeant's halbert,” and a face that was a ghostly unnatural white.

In fact, no such person existed. Ludd was a fiction concocted from an incident that supposedly had taken place 22 years earlier in the city of Leicester. According to the story, a young apprentice named Ludd or Ludham was working at a stocking frame when a superior admonished him for knitting too loosely. Ordered to “square his needles,” the enraged apprentice instead grabbed a hammer and flattened the entire mechanism. The story eventually made its way to Nottingham, where protesters turned Ned Ludd into their symbolic leader.

The Luddites, as they soon became known, were dead serious about their protests. But they were also making fun, dispatching officious-sounding letters that began, “Whereas by the Charter”...and ended “Ned Lud's Office, Sherwood Forest.” Invoking the sly banditry of Nottinghamshire's own Robin Hood suited their sense of social justice. The taunting, world-turned-upside-down character of their protests also led them to march in women's clothes as “General Ludd's wives.”

They did not invent a machine to destroy technology, but they knew how to use one. In Yorkshire, they attacked frames with massive sledgehammers they called “Great

Enoch,” after a local blacksmith who had manufactured both the hammers and many of the machines they intended to destroy. “Enoch made them,” they declared, “Enoch shall break them.”

This knack for expressing anger with style and even swagger gave their cause a personality. Luddism stuck in the collective memory because it seemed larger than life. And their timing was right, coming at the start of what the Scottish essayist Thomas Carlyle later called “a mechanical age.”

People of the time recognized all the astonishing new benefits the Industrial Revolution conferred, but they also worried, as Carlyle put it in 1829, that technology was causing a “mighty change” in their “modes of thought and feeling. Men are grown mechanical in head and in heart, as well as in hand.” Over time, worry about that kind of change led people to transform the original Luddites into the heroic defenders of a pretechnological way of life. “The indignation of nineteenth-century producers,” the historian Edward Tenner has written, “has yielded to “the irritation of late-twentieth-century consumers.”

Write an essay in which you explain how Richard Conniff builds an argument to persuade his audience that the original Luddites were influential for reasons other than their supposed opposition to technology. In your essay, analyze how Conniff uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Conniff’s claims, but rather explain how Conniff builds an argument to persuade his audience.

Legibly write your SAT essay on your own paper and staple your essay to this homework package. If you have time, write out the entire essay (there is no need to time yourself). If you are struggling to find time, write the introduction and/or the first body paragraph of your SAT essay.

THE END