



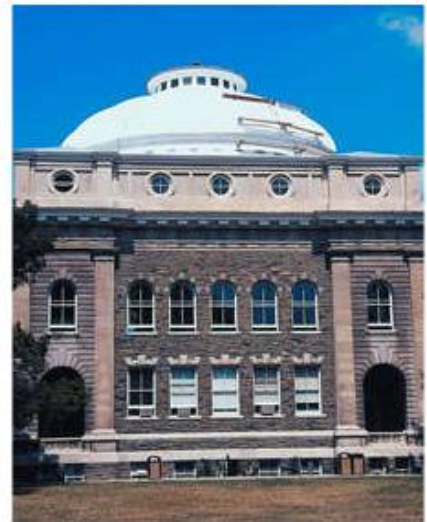
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Sentence addition questions test your understanding of sequencing and organization, and, most importantly, of **coherence** or how well ideas are connected.



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How Sentence Addition Questions Work

Here is how sentence addition questions work:

- A reading passage will appear on the right screen. A sentence that is not in the passage will appear on the left screen.
- The passage will be marked with four black squares. It will have either one or two paragraphs. A two-paragraph passage will have two places marked in each paragraph. You will be asked to add the sentence to the passage at one of the marked places.
- Decide the best place for the sentence in the passage.
- Click on the square at the place you chose.
- The sentence will appear at that place in the passage.



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How to Find Clues to Correct Location

You will always find a clue to the extra sentence's proper placement. There are two basic types of clues:

- *Language clues* are words or phrases that are used to make sentences and ideas cohere.
- *Content clues* are information in surrounding content that may indicate the relationship of the additional sentence to the content.



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Language Clues: Cohesive Devices

Cohesive devices are words and phrases that make ideas and sentences cohere, or logically connect. These devices include signal words (also known as transition expressions), personal pronouns, demonstratives, synonyms, and repetition of key words.

Signal Words

Signal words, or transition expressions, are words and phrases that connect ideas by expressing the type of relationship between them. Here is a partial list. See the following passages for examples and explanations.

Contrast	Conclusion	Addition	Sequence	Example(s)	Similarity
but	as a result	additionally	after	for example	as...as
by contrast	consequently	also	first, second, third	for instance	by the same token
however	for this reason	besides	initially	namely	in the same way
instead	hence	furthermore	next	such as	like, likewise
nevertheless	so	moreover	subsequently		similarly
rather	therefore	not only ... but also ...	then		
while	thus				

Contrast

White-collar crime has traditionally generated less concern in the public mind than street crime. *Nevertheless*, in terms of total dollars, white-collar crime is far more consequential for society than street crime.

Signal: *nevertheless*

Function: contrasts greater consequences of white-collar crime with greater public concern with street crime

Conclusion

As time passes, changing conditions can cause a demand schedule or a supply schedule for a specific product to change. *Consequently*, the equilibrium price of that product will also change.

Signal: *consequently*

Function: introduces a change in equilibrium price of a product as a result of change in supply and demand schedules

Addition

Before the development of global positioning system (GPS) technology, archaeologists used triangulation, pacing, and topography to locate sites on maps. These techniques were very time-consuming. *Additionally*, because of varying local conditions, it was not unusual for mistakes to be made.

Signal: *additionally*

Function: links frequency of mistakes as another, equally important point about problems with techniques before the use of GPS

Sequence

First, deciding which arithmetic operation to complete first, second, third, and so on is important. The correct order of arithmetic operations must be followed to properly solve the problem. *Second*, arithmetic operations have three laws that can be used to help simplify and solve combined operation problems. *Finally*, many combined operation problems are presented as word problems.

Signals: *first, second, finally*

Function: link information as a process that is sequenced or divided into three key steps

Example

People who are upwardly mobile are often expected to distance themselves from their origins. First-generation college students, *for instance*, often find themselves torn between leaving home to go to school and remaining close to their family and community.

Signal: *for instance*

Function: introduces first-generation college students as an example of upwardly mobile people who must detach from their families and community

Similarity

First-generation college students...often find themselves torn between leaving home to go to school and remaining close to their family and community. *Likewise*, women who have greater attachments to family and community may feel pressure not to move away.

Signal: *likewise*

Function: links the pressure women feel to not move away as similar and of equal importance to the previous example of first-generation college students

Other Cohesive Devices**Personal Pronouns**

The substances that enter into the reaction are called reactants. *They* are identified by their chemical formulas, written on the left side of the equation, and separated from each other by plus signs.

Pronoun: *they*

Function: links the second to the first sentence by referring back to *reactants*

Demonstratives

The hypothalamus activates the sympathetic nervous system, and the pituitary activates the release of catecholamines (hormones) from the adrenal glands. *These* hormonal changes increase heart rate, blood pressure, blood flow to active muscles and the brain, glucose levels, oxygen consumption, and strength--all necessary for the body to fight or flee.

Demonstrative: *these (hormonal changes)*

Function: links the second to the first sentence by referring back to the release of the hormones called catecholamines

Synonyms

The body continually strives to maintain a constant internal environment and a state of physiological balance that allows the body to function as effectively as possible. *Homeostasis* is disrupted when a stressor triggers a nonspecific response.

Synonym: *homeostasis*

Function: links homeostasis as the definition or a synonymous term for the body's effort to keep in balance

Repetition of Key Words

Two *pitches* that sound either together or one after the other establish a relationship called an *interval*. Do the two *pitches* that form an *interval* blend well? Or do they clash with one another? How far apart are the two *pitches*?

Repetitions: *pitches, intervals*

Function: link information in the passage by stressing its key terms or concepts



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Content Clues: Surrounding Sentences and Ideas

Content clues can indicate the relationship of ideas in a passage. Types of content clues include *example*, *definition*, *process*, and *cause-effect*. Look at the information surrounding the black squares in the passage to see if the sentence to be added might serve as an example, a definition, a step in a process, or a cause or result.



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How to Answer a Sentence Addition Question in Six Steps

Here are six steps you can use to answer a sentence addition question:

1. Carefully read the sentence to be added. Then read the sentences on either side of the black squares in the passage.
2. Next, identify cohesive devices or other language clues in both the new sentence and the text surrounding the black squares to find possible links.
3. Search for content linking the passage to the additional sentence. Remember: The sentence may be an example, a contrasting idea, a missing step, or a cause or effect.
4. Check the content surrounding each black square for gaps of logic or meaning, that is, where information before and after the mark does *not* connect. The sentence to be added might act here as a transitional device.
5. Rule out choices where information is closely connected and the meaning is clear.
6. If you are still unsure of the answer, go to the next question. You can use the **Review** button to return to the unanswered question.



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Sample Passages with Sentence Addition Questions

Here are two examples of sentence addition questions.

Sample

1. Look at the four squares [...] that indicate where the following sentence could be added to the passage.

So for anyone in the entire hemisphere of Earth for which the moon is up, the eclipse is visible.

Many more people see a total lunar eclipse than a total solar eclipse when one occurs. [...] At a total lunar eclipse, the moon lies entirely in Earth's full shadow and sunlight is entirely cut off from it. [...] *In a total solar eclipse, on the other hand, the alignment of the moon between the sun and Earth must be precise. [...] As a result, only those people living in a narrow band on the surface of Earth see the eclipse. [...] Therefore, it is much rarer for a typical person on Earth to see a total solar eclipse—when the moon covers the entire surface of the sun—than a total lunar eclipse.

Click on the square [...] that marks the best position for the sentence.

Language clue: The word *So* links this sentence to a previous sentence as a result.

Content clue: The new sentence explains who will see a total lunar eclipse and why more people see one than a total solar eclipse. Choices three (As a result . . .) and four (Therefore . . .) also use result signals, but the idea or topic of the sentences at these markers is the solar eclipse. Thus, in this case, the language clue seems to point to incorrect choices as possible correct choices, but the content clue helps identify them as incorrect. Using the content clue, you can eliminate two incorrect choices.

Answer: Insert the sentence at the second black square.

Sample

2. Look at the four squares [...] that indicate where the following sentence could be added to the passage.

By contrast, people in other cultures are repulsed by the idea of eating their "pets."

All humans interact with their world through their cultural perception of it, and modern archaeologists can ill afford to overlook the power of symbols. Take food, for example. Economic decisions might appear to be rather straightforward: eat this food because it is nutritious and efficiently gathered, harvested, or hunted, and avoid that food because it is not. [...] Although such decisions do heavily condition subsistence practices, we also face an ever-changing background of cultural information about what is/is not edible. [...]

Some societies consider dogs to be food, even prestigious feast foods. [...] * Also, some animals may be highly valued in particular cultures, not because of their nutritional content, but because of their symbolic meaning. [...] Native peoples of New Guinea hunted cassowary birds not for food, but because their feathers were highly valued gifts that were given away at feasts.

Click on the square [...] that marks the best position for the sentence.

Click on the square [...] that marks the best position for the sentence.

Language clue: The phrase *other cultures* connects this sentence to the contrasting group *Some societies* in sentence five.

Content clue: The topic "eating 'pets'" also links the new sentence to sentence five whose topic is "eating dogs," a common household pet.

Answer: Insert the sentence at the third square.