

SAT Writing – Week 1

Introduction to SAT Writing & Core Grammar

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How to use these slides

- **Purpose:** These slides will help you summarize the topics that are covered in class. It will not be too detailed, but should be used as a reference for any further self-revision.
- **Flow: Concept → Examples → Mini Drills.**
- **Notes:** Learning from these slides alone will not be sufficient, as intensive practice and daily usage is needed for a better command of English.

SAT Writing (within Reading & Writing Section)

Time: 64 minutes total (for Reading + Writing)

Questions: 54 total; Writing-focused items ~27–30

Writing Domains Tested:

- **Standard English Conventions** (Grammar & Mechanics) ~20 questions
 - Sentence structure, verb tense, agreement
 - Pronouns, modifiers, punctuation (commas, colons, dashes)
- **Expression of Ideas** (Style & Rhetoric) ~7–10 questions
 - Word choice, concision, clarity
 - Transitions, logical flow, organization

Format:

- Short passages (25–150 words), 1 question per passage.
- Writing questions target grammar, usage, and effective style.

Scoring: Writing contributes to the Reading & Writing score (200–800).

SAT Writing Topics (Grouped)

Grammar & Conventions

- Subject–Verb Agreement
- Pronoun Reference
- Verb Tense Errors
- Sentence Fragments
- Run-ons
- Modifiers (dangling/misplaced)
- Parallelism
- Apostrophes
- Commas, Dashes, and Colons

Style & Rhetoric

- Relevance and Purpose
- Word Choice
- Redundancy
- Awkward Phrasing
- Placement (order/clarity)
- Combining Sentences
- Transitions (sentence/paragraph)
- Idioms
- Who vs. Whom
- Shift in Point of View
- Data Interpretation

Relative Clauses

Details or Distraction

Relative Clauses: Definition & Examples

Definition: Clauses beginning with a relative pronoun (*who, whom, whose, which, that*) that add detail but are not essential to the main sentence.

Example base sentence:

The tiger ate my aunt earlier today.

Add relative clause:

The tiger that was hungry ate my aunt earlier today.

With more phrases:

After escaping, the tiger that was hungry ate my aunt, who was nice and juicy, earlier today.

Why Are Relative Clauses Important on the SAT?

- They add detail, but are never essential to the core sentence.
- On the SAT, long phrases disguise the main idea — like a boxer distracting before the punch.
- Key strategy: strip away relative clauses and comma phrases to find the complete sentence.

Essence of the example:

The tiger ate my aunt earlier today.

Quick Exercise: Strip It Down

Original: After escaping, the tiger that was hungry ate my aunt, who was nice and juicy, earlier today.

Task: Cross out the nonessential parts (relative clauses, comma phrases) to reveal the core sentence.

Answer: The tiger ate my aunt earlier today.

Relative Clauses: Practice Sentences

- ➊ After running the Boston marathon, Jack Kunis drank all the water that was left in his bottle and fell to his knees.
- ➋ The lost ship and its treasure that had fallen to the bottom of the ocean were never found again.
- ➌ Frank, in addition to his cousins, suffers from a condition known as hyperthymestic syndrome, which prevents one from ever forgetting anything.
- ➍ Starting at the age of 10, Mrs. Smith kept a daily diary, which allowed her to recall the happy memories in life.
- ➎ For years the chairman remained anonymous, referred to only by initials even within his inner circles.
- ➏ Students whose grades are low will have to report to me, the principal of the school.

Relative Clauses: Answer Key

- ② After ~~running the Boston marathon~~, Jack Kunis drank all the water ~~that was left in his bottle~~ and fell to his knees.
- ③ The lost ship and its treasure ~~that had fallen to the bottom of the ocean~~ were never found again.
- ④ Frank, ~~in addition to his cousins~~, suffers from a condition known as hyperthymestic syndrome, ~~which prevents one from ever forgetting anything~~.
- ⑤ ~~Starting at the age of 10~~, Mrs. Smith kept a daily diary, ~~which allowed her to recall the happy memories in life~~.
- ⑥ For years the chairman remained anonymous, ~~referred to only by initials even within his inner circles~~.
- ⑦ Students ~~whose grades are low~~ will have to report to me, ~~the principal of the school~~.

Prepositional Phrases

What We'll Cover Today

Definition & Examples

Definition: A prepositional phrase = **preposition + noun + any attached describing phrase (this is optional)**.

- Common prepositions: *about, above, across, after, against, along, among, around, at, before, between, by, for, from, in, into, of, on, over, past, through, to, under, with, without* (and many more).
- Prepositions almost always have a noun following them.

Examples:

- 1 Throughout the living room was the scent of fatty crabs that had expired weeks ago.
- 2 I put my sister on the diet after it worked so well for me.

Why Are Prepositional Phrases Important?

- They add detail, but are not essential to the sentence's grammar.
- Sentences remain complete without them (they still have a subject and verb).
- On the SAT, recognizing prepositional phrases helps:
 - Avoid agreement errors (ignore prepositional phrases when matching subject–verb).
 - Strip down to the core sentence quickly for accuracy.

Example (core sentence): The scent was of fatty crabs.

Quick Exercise: Strip It Down

Originals:

- 1 Throughout the living room was the scent of fatty crabs that had expired weeks ago.
- 2 I put my sister on the diet after it worked so well for me.

Core Sentences:

- 1 The scent was of fatty crabs.
- 2 I put my sister on a diet after it worked.

Prepositional Phrases: Practice Sentences

- ① Hillary got into the boat for the short trip to Haiti.
- ② If you do business with me, you'll never get the better end of the deal.
- ③ We'll need to see the receipts for the underwear you bought on Monday.
- ④ I drove by my house to check if the package from Amazon had arrived.
- ⑤ The eleven robbers broke into the casino vault with their perfectly executed plan.
- ⑥ Since the hypothesis of string theory, scientists have been back at the drawing board.

Prepositional Phrases: Answer Key

- ① Hillary got ~~into the boat for the short trip to Haiti~~. **Core:** Hillary got.
- ② If you do business ~~with me, you'll never get the better end of the deal~~. **Core:** If you do business, you'll never get the better end.
- ③ We'll need to see the receipts ~~for the underwear you bought on Monday~~. **Core:** We'll need to see the receipts you bought.
- ④ I drove ~~by my house to check if the package from Amazon~~ had arrived. **Core:** I drove to check if the package had arrived.
- ⑤ The eleven robbers broke ~~into the casino vault with their perfectly executed plan~~. **Core:** The eleven robbers broke.
- ⑥ Since the ~~hypothesis of string theory, scientists have been back at the drawing board~~. **Core:** Scientists have been back.

Subject–Verb Agreement

Unlocking the Essence

Definition & Simple Examples

Definition: The verb must agree in number with its subject.

- Singular subject → singular verb
- Plural subject → plural verb

Example 1 Wrong: You is smart. Correct: You **are** smart.

Example 2 Wrong: Everyday the alarm clock goes off and we ~~wakes~~ up to confront our lives. Correct: Everyday the alarm clock goes off and we **wake** up to confront our lives.

Why It's Important on the SAT

Main Takeaway

- Subject = the “doer” or main feature (a noun).
- Verb = the action word.
- On the SAT, prepositional phrases often distract from the true subject.
- Strategy: **Cross out prepositional phrases** to reveal the subject.

Example:

- **Original sentence:** Investigations into the scandal (shows/show) a lot more than we want to know.
- **Cleaned sentence:** ~~Investigations into the scandal~~ (shows/show) a lot more than we want to know.
- **Core subject:** Investigations (plural) → correct verb is **show**.

Subject–Verb Agreement: Examples 3 & 4

Example 3

Question: Films by Miyazaki and Itami, including Miyazaki's *Spirited Away*, (excites/excite) the imagination.

Step 1: Cross out extras → Films ~~by Miyazaki and Itami, including Miyazaki's *Spirited Away*~~ (excites/excite) the imagination.

Step 2: Subject = **Films**

Step 3: Plural → verb = **excite**

Answer: Films by Miyazaki and Itami, including Miyazaki's *Spirited Away*, **excite** the imagination.

Example 4

Question: Her jewelry, in addition to her Pokémon cards, (was/were) stolen by the robber.

Step 1: Cross out extras → Her jewelry ~~, in addition to her Pokémon cards,~~ (was/were) stolen by the robber.

Step 2: Subject = **Her jewelry**

Step 3: Singular → verb = **was**

Answer: Her jewelry, in addition to her Pokémon cards, **was** stolen by the robber.

Subject–Verb Agreement: Examples 5 & 6

Example 5

Question: Beside the bins, where one could smell the stench of rotten eggs, (was/were) a pack of philosophy majors gathering cans.

Step 1: Cross out extras → Beside the bins, where one could smell the stench of rotten eggs, (was/were) a pack of ~~philosophy majors gathering cans~~.

Step 2: Subject = **a pack**

Step 3: Singular → verb = **was**

Answer: Beside the bins, where one could smell the stench of rotten eggs, **was** a pack of philosophy majors gathering cans.

Example 6

Question: Inside heaven's kingdom (rests/rest) Charlie and his angels.

Step 1: Cross out extras → (rests/rest) **Charlie and his angels**.

Step 2: Subject = **Charlie and his angels**

Step 3: Plural → verb = **rest**

Answer: Inside heaven's kingdom **rest** Charlie and his angels.

Subject–Verb Agreement: Examples 8 & 9

Example 7

Question: There (is/are) many other examples to support my point.

Step 1: No prepositional phrases to cross out.

Step 2: Subject = **many other examples**

Step 3: Plural → verb = **are**

Answer: There **are** many other examples to support my point.

Example 8

Question: The few ideas ~~that I've come up with last night~~ (has/have) given my team enough to work with.

Step 1: Cross out extras → The few ideas ~~that I've come up with last night~~ (has/have) given my team enough to work with.

Step 2: Subject = **The few ideas**

Step 3: Plural → verb = **have**

Answer: The few ideas ~~that I've come up with last night~~ **have** given my team enough to work with.

Subject–Verb Agreement: Example 10

Example 9

Question: The forks and knives are in the kitchen, and the jar ~~with the Thai peanut sauce~~ (has/have) been sitting in the refrigerator.

Step 1: Cross out extras → the jar ~~with the Thai peanut sauce~~ (has/have) been sitting in the refrigerator.

Step 2: Subject = **the jar**

Step 3: Singular → verb = **has**

Answer: The forks and knives are in the kitchen, and the jar ~~with the Thai peanut sauce~~ **has** been sitting in the refrigerator.

Example 10

Question: The players ~~on our all-star tennis team~~ (is/are) taken on luxury cruises every year.

Step 1: Cross out extras → The players ~~on our all-star tennis team~~ (is/are) taken on luxury cruises every year.

Step 2: Subject = **The players**

Step 3: Plural → verb = **are**

Answer: The players ~~on our all-star tennis team~~ **are** taken on luxury cruises every year.

Subject–Verb Agreement: Example 11

Example 11

Question: Where are the cookies that (was/were) in the cookie jar?

Answer: Where are the cookies that **were** in the cookie jar?

Note: The subject is **cookies**, which is plural. The relative clause *that were in the cookie jar* describes them.

Subject–Verb Agreement: Example 12

Example 12

Question: I have no interest in luxury products, which (caters/cater) only to the wealthy.

Answer: I have no interest in luxury products, which **cater** only to the wealthy.

Trickier Example (two verbs):

Mastery of magic tricks that truly (surprises/surprise) the audience (requires/require) lots of time.

- Subject for **requires/require** = Mastery (singular) → **requires**.
- Subject for **surprises/surprise** = Magic tricks (plural) → **surprise**.

Answer: Mastery of magic tricks that truly **surprise** the audience **requires** lots of time.

Subject–Verb Agreement: Examples 13–15

Example 13

Question: *The Simpsons* (*is/are*) the longest running American sitcom.

Answer: *The Simpsons* **is** the longest running American sitcom.

Rule: Names of books, TV shows, bands, and movies are singular.

Example 14

Question: Charles and Kate (*was/were*) at the ball last night.

Answer: Charles and Kate **were** at the ball last night.

Rule: Subjects joined by **and** are always plural.

Example 15

Question: Everybody (*loves/love*) Raymond.

Answer: Everybody **loves** Raymond.

Rule: Words like **everybody**, **everything**, **each**, **anybody**, **no one** are all singular subjects.

Subject–Verb Agreement: Example 16

Example 16

Questions: Each of the candidates (has/have) two minutes to respond.
Neither of the candidates (wants/want) to respond.

Answers: Each of the candidates **has** two minutes to respond.
Neither of the candidates **wants** to respond.

Rule: *Each, neither, and either are all singular subjects.*

Subject–Verb Agreement: Example 17

Wrong: John and Harry studied computer science and ~~was~~ recruited by Google to develop new services.

Sentence 1: John and Harry studied computer science. **Correct.**

Sentence 2: John and Harry ~~was~~ recruited by Google to develop new services. **Wrong.**

Corrected: John and Harry studied computer science and **were** recruited by Google to develop new services.

Subject–Verb Agreement: Example 18

Wrong: Poisonous traps that ~~attracts~~ and then ~~kills~~ off rats are spread throughout this office.

Sentence 1: Poisonous traps that ~~attracts~~ rats are spread throughout this office. **Wrong.**

Sentence 2: Poisonous traps that then ~~kills~~ off rats are spread throughout this office. **Wrong.**

Corrected: Poisonous traps that **attract** and then **kill** off rats are spread throughout this office.

Subject–Verb Agreement: Example 19

Wrong: I was walking down the street and ~~were~~ chatting with my friend about his day.

Sentence 1: I was walking down the street. **Correct.**

Sentence 2: I ~~were~~ chatting with my friend about his day. **Wrong.**

Corrected: I was walking down the street and (was) chatting with my friend about his day.

Note: The second *was* is unnecessary — the first *was* already acts as the helping verb for both *walking* and *chatting*. Stripped down, the sentence reads: *I was walking and chatting*, which is correct.

Tenses: Present Simple

Form: Subject + base verb (+ s for he/she/it).

Examples:

- He hugs.
- He swims.
- He is.

Use:

- General truths (*The sun rises in the east.*)
- Habits (*She walks to school every day.*)
- States (*He is happy.*)

Tenses: Past Simple

Form: Subject + past form of the verb.

Examples:

- He hugged.
- He swam.
- He was.

Use:

- Completed actions in the past (*She finished her homework yesterday.*)
- Specific time markers: yesterday, last year, in 2010.

Tenses: Future Simple

Form: Subject + will + base verb.

Examples:

- He will hug.
- He will swim.
- He will be.

Use:

- Predictions (*It will rain tomorrow.*)
- Promises (*I will help you.*)
- Spontaneous decisions (*I'll call her now.*)

Tenses: Present Perfect

Form: Subject + has/have + past participle.

Examples:

- He has hugged.
- He has swum.
- He has been.

Use:

- Actions with present relevance (*I have lost my keys.*)
- Life experiences (*She has visited Japan.*)
- Actions that started in the past and continue now (*We have lived here for 5 years.*)

Note: On the SAT, answer choices with Present Perfect are almost always wrong!

Tenses: Past Perfect

Form: Subject + had + past participle.

Examples:

- He had hugged.
- He had swum.
- He had been.

Use:

- To show one action happened before another past action (*She had finished dinner before he arrived.*)
- Sequencing past events clearly.

Note: On the SAT, Past Perfect is rarely correct — choices with it are almost always wrong.

Tense Consistency: Examples 1–2

Example 1

Wrong: Whenever we ~~stopped~~ by the market, my mom always tries to negotiate the prices.

Correct: Whenever we stop by the market, my mom always **tries** to negotiate the prices.

Correct: Whenever we ~~stopped~~ by the market, my mom always **tried** to negotiate the prices.

Example 2

Wrong: After winning Wimbledon in 2012, Federer ~~regained~~ the top ranking and ~~declares~~ himself the best in the world.

Correct: After winning Wimbledon in 2012, Federer **regained** the top ranking and **declared** himself the best in the world.

Tense Consistency: Examples 3–4

Example 3

Wrong: The end of World War II came when German forces ~~surrender~~ in Berlin and Italy.

Correct: The end of World War II came when German forces **surrendered** in Berlin and Italy.

Rule: Historical events usually require past tense.

Example 4

Wrong: Although the cheetah ~~holds~~ the record for fastest land animal, many other mammals ~~outlasted~~ it.

Correct: Although the cheetah **holds** the record for fastest land animal, many other mammals **outlast** it.

Rule: Facts or universal truths must be in the present tense.

Tense Consistency: Example 5

Example 5

Correct: When I was young, I hated vegetables, but now I **love** them.

Correct: Because he was late for the anniversary dinner, she is thinking about leaving him.

Note: Sometimes two different tenses are correct if the meaning requires two time periods.

Point of View (POV)

Keep POV consistent within sentences and paragraphs

POV Rule & Example 1

Rule: Pronouns must stay in the same person. Don't shift between *one* / *you* / *he or she* / *they* unless meaning requires it.

Example 1

- **Wrong:** If one does not believe, you will not succeed.
- **Correct:** If one does not believe, one will not succeed.
- **Also correct:** If you do not believe, you will not succeed.

POV Example 2

Example 2

- **Wrong:** If someone wants to play tennis, you should know how to serve.
- **Correct:** If someone wants to play tennis, he or she should know how to serve.
- **Also correct:** If you want to play tennis, you should know how to serve.

POV Consistency — Quick Exercise

Keep the point of view the same in each sentence. (Answers may vary.)

- 1 The flight attendants demanded that we leave the plane even though you wanted to finish the movie.
- 2 Despite how hard salesmen try, sometimes you just can't get anyone you want to buy a house.

Rewrite each so the POV is consistent (e.g., all “we,” all “you,” or all third person).

Combining Sentences

Techniques for Concise, Clear Writing

Technique 1: Use a Trailing Phrase

Definition: Attach the second sentence as a trailing modifier/phrase to the first. This is the most commonly tested method on the SAT.

Why it works:

- Removes repetition
- Keeps focus on the main idea
- Improves sentence flow

Example 1: Trailing Phrase

Before: To get the gun-control law passed, the President pointed out the numerous shootings that happen every year. He illustrated the dangers of having few restrictions.

After (combined): To get the gun-control law passed, the President pointed out the numerous shootings that happen every year, **illustrating the dangers of having few restrictions.**

Example 2: Trailing Phrase

Before: Students often see the complex theorems of physics as useless and tiresome. They don't know that every piece of modern technology is founded on the discoveries of quantum physics.

After (combined): Students often see the complex theorems of physics as useless and tiresome, **not knowing that every piece of modern technology is founded on the discoveries of quantum physics.**

Example 3: Trailing Phrase (continued)

Before: The monkey was tied down because other animals were distracted by its eating habits. It was not because of its tendency to escape.

After (combined): The monkey was tied down because other animals were distracted by its eating habits, **not because of its tendency to escape.**

Example 4: Trailing Phrase (continued)

Before: Inside the dusty cabinet was a map of the Underground Railroad. It was a network of underground tunnels slaves once used to escape from the South.

After (combined): Inside the dusty cabinet was a map of the Underground Railroad, **a network of underground tunnels slaves once used to escape from the South.**

Technique 2: Use a Preposition

Definition: Link the second idea to the first using a preposition (*with, by, through, as, etc.*).

Why it works:

- Reduces wordiness
- Shows relationship between the two ideas
- Keeps sentence compact

Example 5: Use a Preposition

Before: Joseph finished his homework. His teacher helped him.

After (combined): Joseph finished his homework **with the help of his teacher**.

Example 6: Use a Preposition

Before: He is one of the fastest runners in the world. His accomplishments are demonstrated by his numerous world records.

After (combined): He is one of the fastest runners in the world **as demonstrated by his numerous world records.**

Technique 3: Make a Dependent Clause or Modifier

Idea: Convert one sentence into a reason/time/condition clause (or a front modifier) to attach to the other.

Example 7 — Dependent Clause

Before:

Jacob has decided to avoid snacks and soda. The reason for the diet is that he wants to lose weight.

After (combined):

Because he wants to lose weight, Jacob has decided to avoid snacks and soda.

Example 8 — Front Modifier (Appositive-like)

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 (combined):

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.

Technique 4: Use a Conjunction

Idea: Join closely related independent clauses with a logical connector (e.g., *but*, *and*, *so*, *yet*).

Example 9 — 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 (combined):

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.

Technique 5: Link Two Verbs with *and*

Idea: Keep the same subject; connect actions with *and* to avoid repetition.

Example 10 — Link Verbs

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 (combined):

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.

Technique 6: Use a Relative Clause

Idea: Turn the second sentence into a clause beginning with *who/whom/whose/which/that* to describe a noun in the first.

Example 11 — 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 (combined):

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.

Example 12 — Relative Clause

Before:

Every car is powered by an engine. The engine converts fuel and heat into mechanical motion.

After (combined):

Every car is powered by an engine, **which converts** fuel and heat into mechanical motion.

Technique 7: Infinitive of Purpose

Idea: Replace “so that / in order that” style second sentences with *to + verb*.

Example 13 — Infinitive of Purpose

Before:

The little boy happily ran home. He would tell his mom he had found the last golden ticket.

After (combined):

The little boy happily ran home **to tell** his mom he had found the last golden ticket.

Guideline 1: Fewer Pronouns is Better

Tip: Avoid unnecessary pronouns (especially *this*, *these*, *they*, *it*).

Example 14 The arctic owl's coat of snow-white feathers acts as camouflage. It keeps the owl hidden by blending the animal in with its surroundings.

Answer: D) camouflaging, keeping — best because it avoids the unnecessary pronoun *it*.

Guideline 2: Keep the Intended Meaning

Tip: Don't change the meaning of the original sentence when combining.

Example 15 Chinese families get ready for Mid-Autumn Festival by doing several things. They light lanterns, prepare mooncakes, and arrange flowers.

Answer: C) Chinese families get ready for Mid-Autumn Festival by lighting lanterns, preparing mooncakes, and arranging flowers.

Why: Options B and D alter the meaning — they describe “how” families get ready, not the intended “why.” Option C preserves intent.

Guideline 3: Avoid Repeated Words

Tip: Eliminate redundancy to keep sentences concise.

Example 16 The restaurant was highly recommended by the food critics. These critics stayed there for four hours to savor every dish.

Answer: B) critics, who — avoids repeating “critics.”

Rule: Whenever you see repeated words in combining answer choices, the best option is usually the one that removes the repetition.

Guideline 4: The Less Words, The Better

Tip: More words usually mean more complexity. On the SAT, the best combined sentence is typically the most concise version that still keeps the meaning.

Example 17 The new hardware runs at a faster rate when compared to the old one. This increased speed reduces costs in our technology department, where we have the most overhead.

Answer Choices: A) NO CHANGE

B) When compared to the old one, the new hardware runs at a faster rate, which reduces costs in our technology department, where we have the most overhead.

C) The new hardware runs at a faster rate when compared to the old one, and this increased speed reduces costs in our technology department, where we have the most overhead.

D) The new hardware runs at a faster rate when compared to the old one; by increasing the speed, we reduce costs in our technology department, where we have the most overhead.

Correct Answer: B — eliminates unnecessary wording (*increased speed*) and is more concise.

Checklist: Combining Sentences

When choosing the best way to combine sentences on the SAT, check for these:

- ❶ **Fewer Pronouns** Avoid unnecessary words like *this*, *these*, *they*, *it* unless they are clear.
- ❷ **Keep the Intended Meaning** Don't change the original meaning when combining. Preserve the author's intent.
- ❸ **Avoid Repeated Words** Cut out redundancy. If two choices say the same word multiple times, the shorter is better.
- ❹ **The Less Words, The Better** The most concise correct version is usually right — eliminate clutter while keeping clarity.

Golden Rule: The best answer will be concise, clear, and faithful to the original meaning.

Summary & Final Thoughts

Key Takeaways from SAT Writing:

- **Concision, Clarity, Accuracy** — shorter, precise, and grammatically correct answers win.
- **Grammar Rules** — subject–verb agreement, verb tense consistency, pronoun reference, modifiers.
- **Sentence Combining** — use trailing phrases, prepositions, dependent clauses, conjunctions, relative clauses, and infinitives effectively.
- **Guidelines** — fewer pronouns, preserve meaning, avoid repetition, and choose the most concise version.

Final Advice: Strip away distractions, focus on the core sentence, and trust the simplest, clearest choice.

Congrats on getting through your first slides!!
You've got this!