Precision and Concision

* Backbone of the writing assessment
* Word choice
* Redundancy (Look at the delete option first.)
  + Simultaneously – At the same time
  + Frequently – Quite often
  + Annually – Once a year, each year

Stye and Tone

* Question can be recognized by all four answers saying the same thing.
  + Usually, one answer choice will be highly academic or formal language, also perhaps wordy.
  + Usually, more than one answer choice will be colloquial—informal and conversational.
  + One answer choice will fit the style and tone of the context of the passage.

Syntax

* Question will be recognized by two complete sentences underlined in the passage.
  + Try to find what element or word(s) the two sentences may have in common and attempt to avoid repeating those elements or words when combining the sentences.
  + When combining the sentences, do NOT change the meaning of the two individual sentences.
  + Avoid awkward phrasing in the new combination.
  + The newly formed sentence most likely will NOT be the result of placing a semicolon between the two separate sentences.
  + You may or may not be able to eliminate based on sentences being grammatically incorrect.

End of Sentence Punctuation

* “Does pointillism use dots—or was it lines?” the weary art student wondered aloud, before falling asleep.
* In his 1532 book of political theory, *The Prince*, Niccolò Machiavelli poses the question of whether it is better to be loved or feared.

Within Sentence Punctuation

* Semicolon
  + 99 percent of the time on the exam, a period and a semicolon are interchangeable.
    - In these cases, the semicolon separates two independent clauses.
    - The semicolon WILL NOT be adjacent to a FANBOYS. (for, and, nor, but, or, yet, so) (We love to eat ice cream after dinner; so we bought two large gallons.) This example is incorrect!
    - The semicolon WILL be adjacent to conjunctive adverbs when they separate two independent clauses:
      * However, consequently, therefore, thus, accordingly, nonetheless, nevertheless, furthermore
        + I studied abroad in Spain for several years; however, I would not consider myself fluent in Spanish.
  + A semicolon can be used to separate items in a series when the items contain internal commas (1%) I like apples, cherries, and melon.
    - The [committee](https://www.definitions.net/definition/committee) reviewed the Jones Report, which was [written](https://www.definitions.net/definition/written) in **2006;** the [Jackson](https://www.definitions.net/definition/Jackson) **Study,** [which](https://www.definitions.net/definition/which) came from the [regional](https://www.definitions.net/definition/regional) **office;** and the Commissioner's **Report,** [which](https://www.definitions.net/definition/which) prompted the [initial](https://www.definitions.net/definition/initial) controversy.
* Colon
  + A colon is used after a complete sentence to introduce a list of items.
    - You will need to bring many items: sleeping bags, trekking shoes, and warm clothing.
  + A colon is used in or between sentences if the second part clarifies, emphasizes or gives additional details about the first. In this case, a conjunction is not used to join the two parts. The second part is generally an explanation, rule, or an example of the first part.
    - Coconut is used in Indian cooking: It enhances the flavor of the dishes.
  + The colon is used to introduce or put extra emphasis on a single word or a phrase.
    - I know what I must do: practice.
    - Remember the most important rule: the customer is always right.
  + In informal writing, the dash can replace the colon in the examples above.
* Dash (the very last concept on Khan is called parenthetical or nonessential phrases covers dashes in depth.)
  + A dash is used to set off an internal list or a parenthetical or nonessential phrase.
    - Allison enjoyed studying for Art History--her favorite class--because she was able to learn about Picasso and Monet.

Sentence Boundaries

* You must understand the concept of INDEPENDENT vs. DEPENDENT CLAUSES.
* This is a highly tested concept, and to answer the questions correctly, you MUST understand the concept of comma splices.
  + 5 methods to correct comma splices *I like Italian food, my brother prefers Chinese.*
    - Use a period to separate the two independent clauses
      * *I like Italian food. My brother prefers Chinese.*
    - Use a semicolon to separate the two independent clauses
      * *I like Italian food; my brother prefers Chinese.*
    - Use a comma and a fanboys (for, and, not, but, or, yet, so) to separate the two independent clauses
      * *I like Italian food, but my brother prefers Chinese.*
    - *Use a subordinating conjunction, which will make one of the independent clauses dependent.* 
      * *I like Italian food though my brother prefers Chinese.*
* Table

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We went to Nashville for the holiday, I didn’t get to see my relatives there.

1. I didn’t get to see my relatives even though we went to Nashville for the holidays.
2. Even though we went to Nashville for the holidays, I didn’t get to see my relatives.

IC NO COMMA DC.

DC COMMA IC.

* + - Separate the two independent clauses with a conjunctive adverb. Note that a semicolon comes before the conjunctive adverb and a comma follows it.

*I like Italian food; however, my brother prefers Chinese.*

* These conjunctive adverbs will be further discussed under the topic of**subordination and coordination***.*

To answer sentence boundary questions and certain types of modifier questions correctly, you must be able to correctly identify **relative pronouns**.

* The main relative pronouns are who, that, which, where, when and whom. For the purposes of SAT, the most important two are which and that, specifically which. *Which* is often used to correct sentences on the SAT. Example:

In response to fears of a growing chocolate shortage, farmers are looking to a high yielding variety of the cocoa tree. Which was developed by Ecuadorian agronomist Hugo Castro.

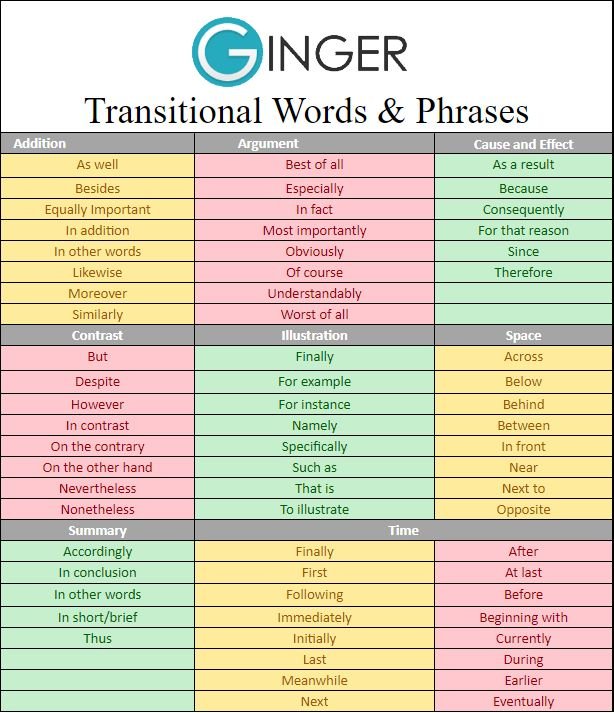
1. No change
2. tree, which
3. tree, and that tree
4. tree; which

Make sure that the relative pronoun is as close as possible to the noun to which it is referring.

INCORRECT - The park at the end of our street, which is pristine, is a favorite place of mine.

CORRECT - The pristine park at the end of our street is a favorite place of mine.

Coordination and Subordination

* This type of question appears frequently and are easily identifiable.
* Rule #1 – Rule out any two answers that are remotely similar.
* Rule # 2 – Understand the relationship between the two sentences surrounding the transition.
* Rule # 3 – Try and study the chart and utilize it during your practice on Khan Academy to learn the various types.
* 

Parallel Structure

* These questions can sometimes be identified by noticing that the underlined portion of the question is part of a list. When dealing with a list, check for two concepts: parallel structure and items in a series (to be discussed later).

SIMPLE Example - Young children often find it easier to memorize lists of names by hearing, learning, and repeat simple, catchy tunes in which the list is made musical.

1. No change
2. repeating
3. they repeat
4. can repeat

Protecting the mountain gorillas of Virunga National Park requires a deep knowledge of the forest, to appreciate these rare animals, and immense courage in the face of an ongoing conflict in the Congo.

an appreciation of these rare animals

Other types of parallel structure questions involve the following:

* not only….but also
* both….and
* neither…nor
* either…or

EXAMPLE – Parallel Structure

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EXAMPLE – Parallel Structure

Table

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Modifier Placement

* The rule that's being tested by modifier placement questions on the SAT is that modifiers must appear directly next to the nouns they logically describe. You'll see one to two questions about modifier placement errors on test day.
* Usually the sentences will have an ING or an ED verb in the first part before the comma.

Having difficulty swallowing, Vitamin C is a supplement children don't usually take.

* 1. Vitamin C, a supplement children don't usually take, having difficulty swallowing it.
  2. Children don't usually take the supplement Vitamin C because they have difficulty swallowing it.
  3. Vitamin C is a supplement children don't usually take, because they have difficulty swallowing it.
  4. Children don't usually take the supplement Vitamin C, having difficulty swallowing it.

EXAMPLE – Modifier Placement

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EXAMPLE – Modifier Placement

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Shifts in Verb Tense

* This question is easily identifiable on the SAT because the four answers USUALLY consist of the same verb in four different tenses. Do NOT confuse this type of question with Subject Verb Agreement questions. (This will be discussed separately.)
* Look for surrounding verbs in the same sentence or the sentences before or after the one being tested.
* Look for “time line” phrases or hints. (specific dates, years ago, yesterday, tomorrow)

EXAMPLE – Shift in Verb Tense

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EXAMPLE – Shift in Verb Tense

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EXAMPLE – Shift in Verb Tense

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Pronoun Clarity

* **Pronoun clarity** is the idea that a pronoun must clearly refer to a logical **antecedent**.
* An **antecedent** is the noun that a pronoun replaces.

**What's on the test?**

On your official SAT, you're likely to see **1** question that requires you to identify and avoid a **pronoun clarity error** in the underlined portion of a sentence.

You'll need to identify when a pronoun has

* **Multiple possible antecedents**

If multiple nouns in the sentence agree with a pronoun in number, it may not be clear which noun the pronoun refers to.

**Incorrect:**

* Alice and Mary couldn’t find ***her*** tennis racket.

**Correct:**

* Alice and Mary couldn’t find ***Mary’s*** tennis racket.

**Explanation:** "Her" is an unclear pronoun because it's impossible to know whether it refers to Alice or Mary.

* **No possible antecedents**

If no nouns in a sentence could logically replace the pronoun, then the pronoun may be unclear.

**Incorrect:**

1. When the school baseball team won, ***their*** parents threw a party to celebrate.

**Correct:**

* When the school baseball team won, ***the players’*** parents threw a party to celebrate.

**Explanation:** The plural pronoun "their" has no possible antecedent. "Team" is a singular noun and can't have parents. Instead, we should mention "the players" on the team.

Though both typewriters and computers can be used for word processing, few people used them by the end of the 20th century.

D(Chce D

a. no change

b. that

c. one

d. typewriters

The industrial processing of orange juice—which involves pasteurization and up to a year of storage—results in a product with very little flavor, so they add “flavor packs” just prior to bottling.

a. no change

b. manufacturers

c. they have to

d. consumers

Possessive Determiners

* Know the difference between its and it’s and know that its’ doesn’t exist.
* Know the difference between they’re, their, there
* When asked to choose from its, it’s, there, their, find the antecedent and decide whether it is singular or plural

Pronoun Agreement

* On your official SAT, you're likely to see **1-2** questions that require you to identify and correct **pronoun-antecedent agreement errors** in the underlined portions of sentences.
* A **plural** pronoun is improperly paired with a **singular** antecedent

**Incorrect:**

* + The vinyl record, which was largely replaced by the CD during the 1980s and 90s, has since seen a revival in **their** popularity.

**Correct:**

* + The vinyl record, which was largely replaced by the CD during the 1980s and 90s, has since seen a revival in **its** popularity.

**Explanation:** The singular pronoun "its" agrees in number with the singular noun it represents ("the vinyl record").

* A **singular** pronoun is improperly paired with a **plural** antecedent

**Incorrect:**

* + The hermit crabs could not find shells that ***it*** could fit into.

**Correct:**

* + The hermit crabs could not find shells that ***they*** could fit into.

**Explanation:** The plural pronoun "they" agrees in number with the plural noun it represents ("crabs").

Subject Verb Agreement

* Subject-verb agreement is a rule stating that all subjects must agree with their verbs in number. Singular subjects take singular verbs. Plural subjects take plural verbs.
* Most of the subject-verb agreement questions on the SAT deal with verb forms in the third-person singular form (he/she/it/one) and third-person plural forms (they).
* In the present and present perfect verb tenses, third person singular verb forms end in an “s”.  Third person plural verb forms do not.
  + The boy runs.
  + The boys run.
* This combination of verbs is how you will be able to recognize that you have a subject verb agreement question.
  + Runs, run; plays, play; skips, skip; cooks, cook; thinks, think; combines, combine
  + Four irregular combinations
    - Was, were
    - Is, are
    - Does, do
    - Has, have
* At the most basic level, these questions are easy to identify the errors and correct by just listening to how the sentence sounds. HOWEVER, these are rare on the test.
  + The visitors enters the park promptly at 8 AM.
  + An inquisitive child ask questions about everything.
* What makes these questions tricky?
  + **Common trap #1**. Interrupting phrases are **phrases that separate the subject from the verb**. Such phrases make locating the subject and determining whether the verb should be singular or plural more difficult. There are specific types of interrupting phrases and we'll take a closer look at a few of them. You don't know need to know all of the specific grammar terms, but **it's important to recognize how they influence subject-verb agreement questions**.
    - **Non-Essential Clauses**
      * My math teacher, who is extremely demanding, give too much homework.
    - **Prepositional phrases**

**Table

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* Changes for the new SAT is going to be implemented soon.
* Many crevices within the walls of the old home appears to be expanding.
* **Common trap #2**. Sometimes the subject will follow the verb.
* On my forehead resides five unsightly pimples.
* On my forehead reside five unsightly pimples.

EXAMPLES FROM RELEASED TESTS

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Noun Agreement

* **Noun agreement** refers to the requirement that a noun agree in number with the meaning of the sentence.
* On your official SAT, you're only likely to see **1** question that requires you to identify and avoid a **noun agreement error** in the underlined portion of a sentence.
* Examples
  + Incorrect - From 1961 to 1989, the Berlin Wall served as ***barriers*** between East Germany and West Germany.
  + Correct - *From 1961 to 1989, the Berlin Wall served as****barriers****between East Germany and West Germany.*

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Frequently Confused Words –

* (see separate link) <https://www.khanacademy.org/test-prep/sat/sat-reading-writing-practice/new-sat-writing-grammar/a/sat-writing--article--conventional-expressions--quick-guide>

Conventional Expression –

* **Conventional expressions** are common phrases that must always be used in the same way or paired with the same words.
* Conventional expressions don't follow any one rule, but instead require familiarity with the patterns of Standard American English.
* There are usually one to two conventional expression questions on the official SAT.
* Many times the question involves a given word must be paired with a specific preposition or an error is created.

**Incorrect:**

* Chris found it difficult to focus ***at*** the biology teacher.

**Correct:**

* Chris found it difficult to focus ***on*** the biology teacher.

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Logical Comparisons

* **Logical comparison** refers to the idea that comparisons must be made between two things *of the same type*
* Comparisons must not only be logical but they must also be parallel.
* The following are key words signifying a logical comparison question: than, similar to, compared to, unlike, like, those of, that of.
* **Examples:**
* Incorrect : The wings of a bat, due to the fingers that stretch through them, are more flexible than ***a bird.***
* Correct: The wings of a bat, due to the fingers that stretch through them, are more flexible than ***those of a bird.***
* Incorrect: It's rarely better to run from your problems than ***confronting them.***
* Correct: It's rarely better to run from your problems than ***to confront them.***

Possessive Nouns and Pronouns

* Quite simple: figure out what owns what or who owns something in the sentence, etc
* If the noun ends in an s, the apostrophe goes after the S, if the noun does not have an s, use an apostrophe and then an s

Nonessential and parenthetical elements

* **Nonessential elements** are descriptive words, phrases, or clauses that aren't necessary for the sentence to make sense.
* In other words, if nonessential elements are removed from a sentence, that sentence will still be grammatically correct.
* Three ways to set apart nonessential elements – parenthesis, dash, or commas
* Follow the rule: whatever punctuation it starts with, it must end with