

SAT Writing and Language Practice Paper 11
SET 1

And Justice for All

Her father got her the job. Amanda was between semesters at college, and her 1 work at the mall wouldn't do much for her when she got out of school. It was time to do something more serious, something that meant more to her. Many of her friends were getting internships in the city, working for this or that publishing house or TV studio. Amanda, however, wanted something different. She would start applying to law schools 2 soon and she wanted to know what the law looked like in action.

1.

- A. NO CHANGE
- B. work, at the mall, wouldn't do much for her when
- C. work at the mall wouldn't do much for her, when
- D. work, at the mall, wouldn't do much for her, when

2.

- A. NO CHANGE
- B. soon and,
- C. soon, and
- D. soon,

Fortunately, her dad knew someone from high school, a friend 3 named Ellen, who had then gone on to study at Duke University. It was a thankless job, and although the Department building itself covered almost one hundred acres (in New York City, there was an entire island devoted to it), no one paid the Department of Corrections much mind. Most people never come near a jail cell, so 4 it's easy for them to dismiss inmates as totally removed from society.

[1] At the Department, however, Amanda learned about prisoners' rights. [2] Or, by the same token, when was the use of force appropriate from the officers? [3] There is a clear provision in the Constitution that prohibits "cruel and unusual punishment." [4] The meaning of these four words 5 were nowhere more ambiguous than in prisons. [5] Everyone within these walls had been convicted of a crime and was now paying 6 they're debt to society, but how could a government ensure that the place would deliver the "reform" in a reformatory or the "penitence" in a penitentiary? [6] Should inmates with, for example, mental illnesses be treated differently from others?7

3. Which of the following true statements contains information most in keeping with the main idea of this passage?

- A. NO CHANGE
- B. who had gone on to law school and now worked at the County Department of Corrections.
- C. with whom he had not spoken in twenty-five years, though with whom he still felt very close.
- D. DELETE the underlined portion.

4. Which of the following best concludes this paragraph by reinforcing ideas presented in this sentence and the preceding one?

- A. NO CHANGE
- B. people often know literally nothing about prison life, though they are endlessly fascinated.
- C. movie studios are famous for their sordid but often wrong depictions of prison life.
- D. incarceration rates in the United States are some of the highest in the world.

5.

- A. NO CHANGE
- B. have been
- C. are
- D. is

6.

- A. NO CHANGE
- B. their
- C. there
- D. his or her

7. In the sequence of the paragraph, the best placement for sentence 2 would be

- A. where it is now.
- B. before sentence 1.
- C. after sentence 3.
- D. after sentence 6.

While Amanda did not gain any answers from her summer at the Department of Corrections, she **8** gathered together a whole new set of questions. She had uncovered questions and conundrums about the prison system itself, but she had begun to see prisoners' rights as central to the question of free rights as well. She began to wonder exactly what it was that a government owed its people and how much freedom was too much. Her internship that summer made her realize that politics and the law **9** was a living thing. As she applied to law schools the following fall, Amanda wrote passionately about what she had uncovered. "Although law has long been considered a profession of privilege and prestige," she concluded her essay, "I have seen firsthand how it affects the lives of all of us. We may believe that we never come into contact with the **10** law; however, it is written into everything around us, including how we see ourselves."

8.

- A. NO CHANGE
- B. gathered up
- C. collected up
- D. gathered

9.

- A. NO CHANGE
- B. were living things.
- C. was a thing that was alive.
- D. were things that were living.

10.

- A. NO CHANGE
- B. law, however
- C. law, however;
- D. law, however,

11. Suppose the writer's goal had been to write an essay that criticizes the American justice system. Would this essay fulfill that goal?

- A. Yes, because it refers to much of what Amanda learns as "conundrums."
- B. Yes, because it shows that the U.S. justice system has some problems.
- C. No, because it tells the story of one person becoming interested in the justice system.
- D. No, because it suggests that working in the justice system inspired one person's entire career.

SET 2

Alexander's Empire of Culture

Alexander the Great is a name known to all, but not all know the extent of Alexander's accomplishments. Now that the study of the "classics" (mainly Roman and Greek civilizations) 1 has disappeared both from high-school and college curricula, Alexander the Great's legend is not on the tongue of every schoolboy, though his accomplishments have not 2 diminished for all that.

Alexander was born in Pella, Macedonia, in 356 BCE. His father, King Philip II, a strong military king 3 in his own write, believed that his son was born part man and part god. Alexander came to cultivate the image himself, bolstered by his keen intellect and learning, quickened in part by his tutor, the great Greek philosopher Aristotle. Pella was at that time a backwater of Greek culture, and 4 his arrival announced a new era of what historians would later call "enlightened monarchy," 5 even though that term is used much more to describe monarchies in the eighteenth century.

1.

- A. NO CHANGE
- B. disappeared from both
- C. disappeared both
- D. from both disappeared

2.

- A. NO CHANGE
- B. ameliorated
- C. gone down
- D. subsided

3.

- A. NO CHANGE
- B. in his own right,
- C. in his own rite,
- D. by his own rite,

4.

- A. NO CHANGE
- B. Aristotle's
- C. their
- D. the

5. Which of the following true statements would best conclude the paragraph by emphasizing the change that Alexander's rule brought to Macedonia?

- A. NO CHANGE
- B. although those who suffered defeat at Alexander's hands might not have seen it that way.
- C. suggesting a style for the reigns of both Julius Caesar and Napoleon Bonaparte.
- D. underlining further that Philip's former militaristic state was entering a new age.

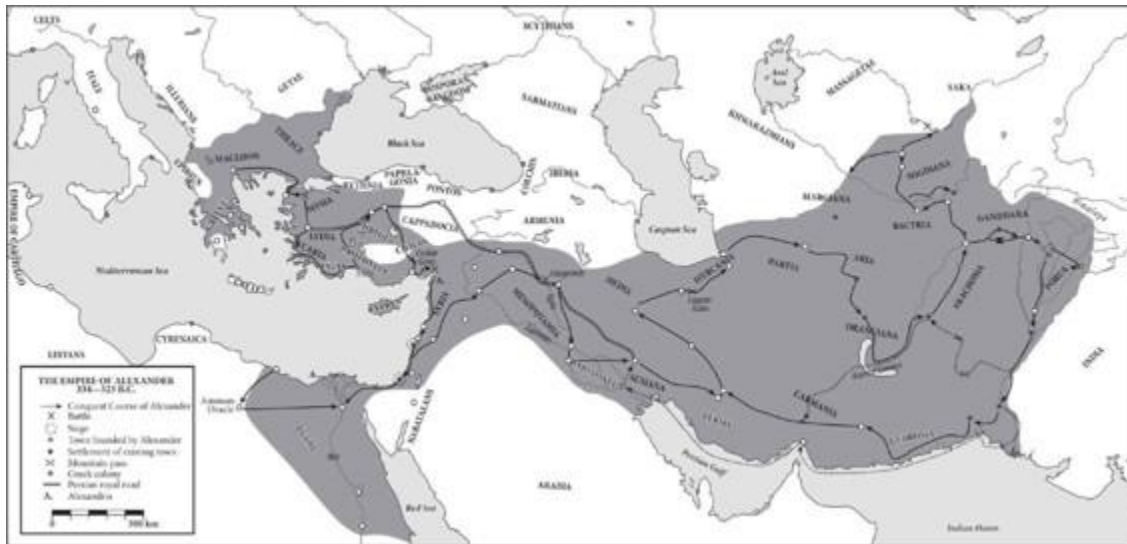
Still, the age was not entirely new. Alexander spent nearly all his time abroad, first uniting the Greek kingdom that threatened to fall apart at Philip's death, then moving on to broader military conquests. **6** Alexander had conquered an incredible amount of land by the time of his death in 323 BCE, **7** as his empire stretched from Greece to modern-day India, some two million square miles. When his armies

conquered Persia (now Iran and Iraq) once and for all, he took on the title by which he is still known today: King of Babylon, King of Asia, King of the Four Quarters of the World.

6. The author wants to insert an introductory phrase or clause at the beginning of this sentence that will emphasize the continuity Alexander's reign had with the previous one. Which of the following choices would most effectively give this emphasis?

- A. In what must have been truly exhausting,
- B. With great ambition,
- C. As his father had before him,
- D. Just as historians have noted,

7. Which of the following choices gives information consistent with the map shown below?



Extent of the empire of Alexander the Great

- A. NO CHANGE
- B. while he traveled on foot throughout most of modern-day Europe,
- C. because he circled the entire Mediterranean Sea and much of the Indian Ocean,
- D. as he conquered all of Italy hundreds of years before Caesar had done so,

Alexander's historical importance is not merely one of military might, however. **8** He moved to these different parts of the world, he brought Greek culture with him, and his reign marks **9** an unprecedented instance of contact between the ancient East and West. Over twenty cities throughout the empire bear his name. Alexandria, Egypt, perhaps the most famous of these cities, continues to **10** thrive. It is the second-largest city in the modern nation of Egypt.

Perhaps history is the wrong place to understand the accomplishments of Alexander the Great. Epic poetry seems more suitable. After all, Alexander's great teacher Aristotle showed him Homer's *Iliad* and

Odyssey, and it seems that Alexander himself understood his life as a shuttling back and forth between man and god, the individual and the world, **11** and the natural and the unnatural.

8.

- A. NO CHANGE
- B. As he
- C. Although he
- D. Moreover, he

9. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. an unparalleled
- B. a pioneering
- C. an ahistorical
- D. a never before seen

10. Which of the following is the most effective way to combine these two sentences?

- A. thrive; it is
- B. thrive, is
- C. thrive. It's
- D. thrive and is

11.

- A. NO CHANGE
- B. versus
- C. from
- D. but

SET 3

Brother, Can You Spare a Dime?

Although printed cheaply and for quick consumption, **1** today's experience of culture is largely shaped by dime novels. For much of the nineteenth century, Americans consumed fiction, poetry, and non-fiction by way of literary periodicals. Some of our best-known authors from this period, **2** though there were also some notable exceptions, published something close to their complete works between the pages of countless periodicals.

1.

- A. NO CHANGE
- B. we experience culture the way we do because of dime novels.
- C. dime novels have shaped the way we experience culture today.
- D. the shape of dime novels influences of cultural experiences.

2. Which of the following true phrases gives the most specific information in the context?

- A. NO CHANGE
- B. some of the best-known authors of all time,
- C. and some who were not so well-known,
- D. especially Edgar Allan Poe and Nathaniel Hawthorne,

Things started to change around the Civil War. Harriet Beecher Stowe's great ³ novel, *Uncle Tom's Cabin* had been an enormously popular serial novel in the abolitionist periodical *The National Era*. By the time the novel's forty-week run had concluded, however, publishers were clamoring for an actual book. That book went on to become the first American bestseller. ⁴ And it showed that Americans were willing to pay for books, which had, to that point, been too expensive to print and subsequently to buy. ⁵

3.

- A. NO CHANGE
- B. novel, *Uncle Tom's Cabin*,
- C. novel *Uncle Tom's Cabin*,
- D. novel *Uncle Tom's Cabin*

4. If the author were to remove the phrase "for an actual book" (ending the sentence at the word clamoring), the sentence would lose

- A. specific information that clarifies the subject of the next sentence.
- B. a description of the greed of publishers in the nineteenth century.
- C. details that show how Stowe's work came to be so popular.
- D. nothing, because this information is implied in the word "clamoring."

5. At this point, the writer is considering adding the following true statement:

The average annual income for men in New England from 1820-1850 was a mere \$323.25.

Should the writer make this addition here?

- A. Yes, because it makes clear how expensive books must have been in the period.
- B. Yes, because it shows that even those in New England could not afford books printed there.
- C. No, because it strays from the paragraph's focus on the changes in book publishing.
- D. No, because it suggests that people in New England were not wealthy enough to read.

In 1860, Irwin and Erastus Beadle published the first in a long series of what **6** would become known as Beadle's Dime Novels. The first was called *Malaeska, The Indian Wife of the White Hunter*. By the turn of the nineteenth century, dime novels were everywhere.

The **7** affects are difficult to chart, but we can actually see the influence of these dime novels everywhere. Much of the mythology of the Old West, for example, was concretized in these dime novels, and William Bonney and James Butler Hickok became the folk heroes Billy the Kid and Wild Bill Hickok as the dime novels charted their (largely imagined) adventures.**8**

6.

- A. NO CHANGE
- B. becomes
- C. is
- D. would have become

7.

- A. NO CHANGE
- B. effects
- C. effect's
- D. affect's

8. The author is considering deleting the names "Billy the Kid and Wild Bill Hickok" from the preceding sentence. Should the names be kept or deleted?

- A. Kept, because they are specific names in a sentence that speaks in generalities.
- B. Kept, because they demonstrate the transformation described in the sentence.
- C. Deleted, because they are nicknames of people whose true names are already listed in the sentence.
- D. Deleted, because they encourage the frontier behavior that made the Wild West such a violent place.

The new media of the twentieth-century—film, radio, and comic books—may have replaced the dime novel, but they did so with much they had **9** been taught from the dime novel's popularity. All three media, for instance, borrowed characters that had become popular in dime novels—characters such as Frank Reade and Nick Carter, Master Detective. Then, in comic books and radio, a new generation of superheroes—The Shadow, Superman, and Popeye—was created in the mold of the old swashbuckling romancers of the dime-novel era.

So today, as we enjoy superhero action films or boy-wizard series of novels, we should be aware that there is nothing new under the sun. Indeed, **10** for our hopelessly mass-media universe, this now forgotten form laid the foundation, pushing the same books onto countless readers. Such a feat may be commonplace as films gross many billions of dollars at the box office, but in the nineteenth century, the

dime novel brought a new **11** frame of reference and a belief that the small world was getting larger bit by bit.

9.

- A. NO CHANGE
- B. got
- C. learned
- D. brought

10. If the punctuation is adjusted accordingly, the best placement for the underlined portion would be

- A. where it is now.
- B. after the word *form*.
- C. after the word *foundation*.
- D. at the end of the sentence.

11. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. paradigm
- B. integration
- C. framework
- D. context