

SAT Writing and Language Practice Test 14

Interning: A Bridge Between Classes and Careers

Kelli Blake is majoring in chemical engineering, and she recently **1** excepted a summer internship with BP, an international energy company, to gain career experience. Some argue against the value of internships, claiming they pay very little and can involve performing **2** boring tasks, yet Kelli feels her internship is critical to helping her discover whether engineering is right for her.

Kelli wants a real-world perspective on the information she has gained in her classes. Her internship with a corporate leader is affording her the opportunity to apply her conceptual knowledge to tasks inside a major oil company. She can later add this project to her résumé and portfolio, giving her an edge over other college graduates. **3**

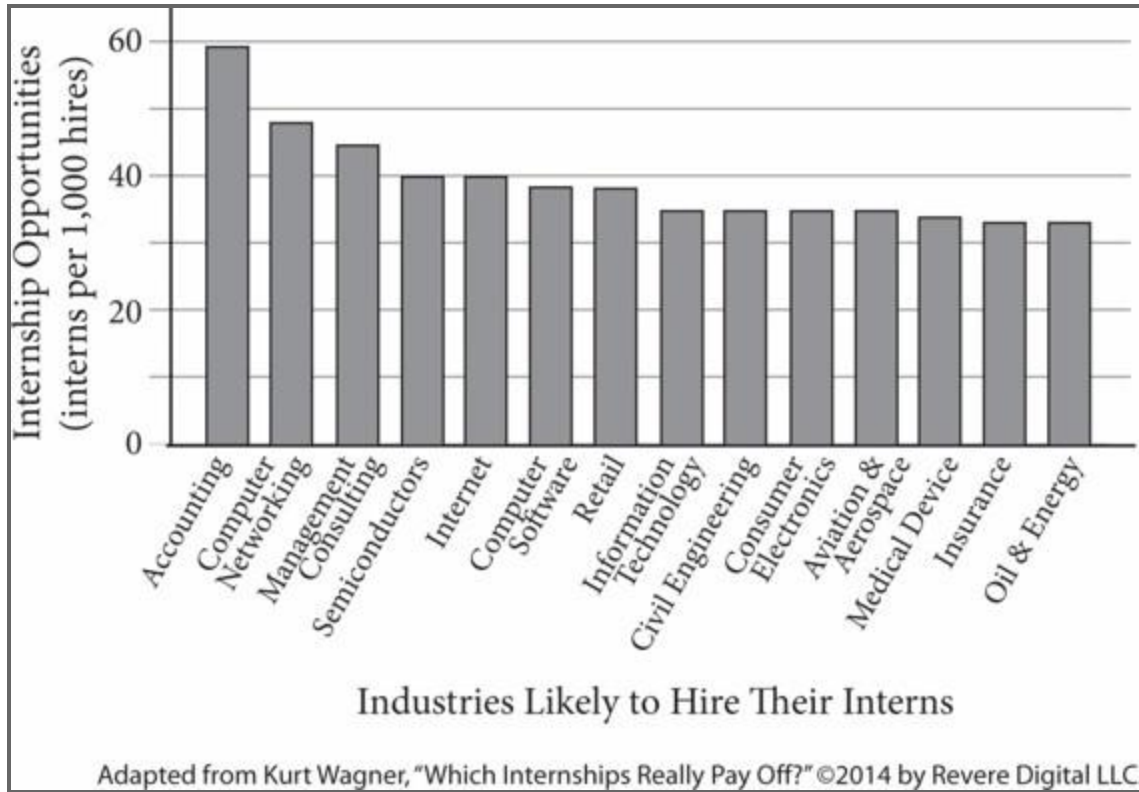
4 This safety training will be required of employees traveling to offshore facilities, so she will **5** stand out from other applicants by already being safety certified. “I have a new appreciation for the protocols followed by engineers at refineries,” she states. Kelli believes that gaining new skills and showing she can apply her classroom knowledge to real situations will give her an advantage over her competition should she decide to join BP.

Everyone has **6** their own reason for wanting to become an intern. Kelli has several other reasons behind her decision. **7** For example, Kelli wants to meet people to learn about the variety of careers available, from entry-level to senior engineer. She will accomplish all of her intern goals **8** by working on technical projects, attend “lunch and learn” meetings, watching webinars, and shadow coworkers.

What are some further benefits of internships? Besides gaining exposure in the field, Kelli is networking, and the most important person to her now is her mentor, Dan, a senior engineer who can help her grow professionally by answering her questions. Gaining valuable contacts and **9** good role models. These are other reasons she has pursued this internship.

Kelli is now an acting member of a corporate team. She realizes she will be learning a lot about the industry and will benefit from adopting an entirely new vocabulary. She views her internship as an adventure, one in which engineering teams worldwide must work collaboratively and efficiently. **10** It is worth it to give up her summer, Kelli argues because though she is losing her summer she is doing the job of an actual engineer through her internship.

Moreover, she views the experience as one of the best ways to learn about her field and industry. **11**



1.

A. NO CHANGE

B. accepted

C. adopted

D. adapted

2.

A. NO CHANGE

B. skilled

C. menial

D. challenging

3. Which choice best supports the central idea of the paragraph?

A. During this internship, for example, Kelli is working on a glycol dehydration project; she will be using the classroom skills she learned from thermodynamics, organic chemistry, and more.

B. Kelli can use the materials from her internship in a professional-quality presentation; she can then deliver the presentation to her classmates when she returns to college after her internship.

C. In addition, Kelli is designing the next internship proposal for her classmates after she completes her own and graduates.

D. Kelli is hoping to formulate her project results as a professionally published document to sell to BP.

4. Which choice most effectively establishes the main topic of the paragraph?

A. Offshore engineers have many rules and regulations that must be followed.

B. Kelli admires the engineers at the refineries who administer the safety training.

C. The new skills she acquires can be applied to her classroom knowledge.

D. Kelli will also earn her Helicopter Underwater Egress Training certification.

5.

A. NO CHANGE

B. stand down

C. stand up

D. stand alone

6.

A. NO CHANGE

B. your

C. its

D. his or her

7.

A. NO CHANGE

B. For example; Kelli wants to meet people to learn about the variety of careers available, from entry-level to senior engineer.

C. For example, Kelli wants to meet people—to learn about the variety of careers available, from entry-level to senior engineer.

D. For example, Kelli wants to meet people to learn about the variety of careers available; from entry-level to senior engineer.

8.

A. NO CHANGE

B. by working on technical projects, attending "lunch and learn" meetings, watching webinars, and shadowing coworkers.

C. by working on technical projects, attend "lunch and learn" meetings, watch webinars, and shadow coworkers.

D. by working on technical projects, attending "lunch and learn" meetings, watch webinars, and shadowing coworkers.

9.

A. NO CHANGE

B. a good role model, these are other reasons

C. a good role model; are other reasons

D. a good role model are other reasons

10.

A. NO CHANGE

B. It is worth giving up, Kelli argues, because though she is losing her summer, she is doing the job of an actual engineer through her internship.

C. It is worth it to give up her summer, Kelli argues because she is doing the job of an actual engineer through her internship.

D. It is worth it to Kelli to give up her summer, because though summers are usually a time to relax, she argues, she is doing the job of an actual engineer through her internship.

11. Using the graphic and the information in the passage, identify the phrase that could be added to the end of the last sentence.

A. , which typically offers around 35 internships per 1,000 hires.

B. , which typically offers around 32 internships per 1,000 hires.

C. , which typically offers around 35 internships per 60 hires.

D. , which typically offers around 32 internships per 60 hires.

In Defense of Don Quixote

Before the holiday, the World Literature professor assigned the 1 classes' next novel, Don Quixote.

"Miguel de Cervantes Saavedra wrote Quixote in Spanish," he boomed over the end-of-class shuffle of notebooks and bags. "Find a good translation, start reading—and class?" 2 All motion stopped he had their attention. "Do more than read it; prepare to defend why you spent your holiday break reading a thousand pages of turn-of-the-seventeenth-century Spanish literature. Read the experts, check the data: Why does the book still matter?"

Class dismissed, the students entered break feeling uneasy at the prospect of this hefty early-modern novel, but each soon found in its pages a captivating story, beautiful and strange. **3** Clarified with paradoxes of sane and insane, tragic and comic, ideal and real, the novel surprised its newest set of readers with intellectual complexity as well as deeply human—and charmingly **4** adverse—characters.

As the students gradually finished their copies of Quixote, most felt the defense the professor had requested was somewhat unnecessary: It was a literary masterpiece. But research **5** will have been required, so they dutifully opened laptops and visited libraries.

For Monday's post-holiday class, students presented **6** its short defenses of Quixote. Most began with their personal appreciation of the novel and the enduring **7** trivialities of questions it raised. Several students then mentioned scholars' praise for Quixote's ideological impact on culture, challenging worldviews and highlighting ambiguities between reality and perception. Quixote, some noted, not only changed the literary imagination by expanding the possibilities of what a novel could intellectually accomplish but also offered important early contributions to the relatively recent conversations of psychology and women's rights.

To illustrate the book's importance, many students cited a famous 2002 survey of authors worldwide and the ensuing compilation of the world's "100 Best Books." This survey, students found, listed every qualifying "best" book at equal ranking, isolating only one as undeniably first: Don Quixote.**8**

After the last presentation was completed, the professor explained that **9** the university curriculum required students to read Quixote for World Literature. "Some call it the first great novel; many call it the greatest novel of all time, but superlatives aside, the true reason it's worth reading is somewhat indescribable, isn't it? **10** It changed you it moved you you were drawn to its beauty its ugliness or some confusion of the two. So it goes with great literature: The defense for its permanence is hidden in the piece itself."

Opening **11** their books with a fondness like old friends, the class began to discuss Quixote together.

1.

A. NO CHANGE

B. class'

C. class's

D. classes

2.

A. NO CHANGE

B. All motion stopped: he had

C. All motion stopped and had

D. All motion stopped. Had

3.

A. NO CHANGE

B. Deprived

C. Peppered

D. Littered

4.

A. NO CHANGE

B. averse

C. bazaar

D. bizarre

5.

A. NO CHANGE

B. is

C. was

D. will be

6.

A. NO CHANGE

B. it's

C. their

D. they're

7.

A. NO CHANGE

B. pertinence

C. irrelevance

D. inertia

8. Which sentence adds supporting information to the paragraph?

A. Most students also discovered that Quixote was second only to the Bible in its number of translations and publications across history, signifying its paramount global influence.

B. Students learned that around 100 well-known authors participated in the survey to identify the "most meaningful book of all time," organized by editors in Oslo, Norway.

C. Authors noted in the survey were few and far between but included Doris Lessing, Salman Rushdie, Chinua Achebe, and Toni Morrison.

D. The survey, although often cited by literary critics, has not been repeated since 2002.

9. Which choice most effectively establishes the main topic of the paragraph?

A. NO CHANGE

B. Quixote has touched the far reaches of the literary world.

C. he disagreed with experts regarding the literary value of Quixote.

D. he was pleased with the students' performance.

10.

A. NO CHANGE

B. It changed you it moved you, you were drawn to its beauty, or its ugliness or some combination of the two.

C. It changed you it moved you, you were drawn to its beauty or its ugliness or some combination of the two.

D. It changed you; it moved you; you were drawn to its beauty, its ugliness, or some combination of the two.

11.

A. NO CHANGE

B. there

C. it's

D. our

Women's Ingenuity

Until about 1840, only twenty-one patents for inventions were issued to women in the United States. ¹ Yet by 1870, the number of patents granted to women had more than doubled. What spurred this increase of women as inventors?

[1]The secret lies partly in the stories of individual female inventors. [2] Some inventors—men and women—worked in teams, but many worked alone. [3] The most famous nineteenth-century female inventor became part of this patentee explosion. [4] She wasn't the first, but over her lifetime, Margaret Knight earned some twenty-six patents. [5] Her machine that made flat-bottomed paper bags is still in use.²

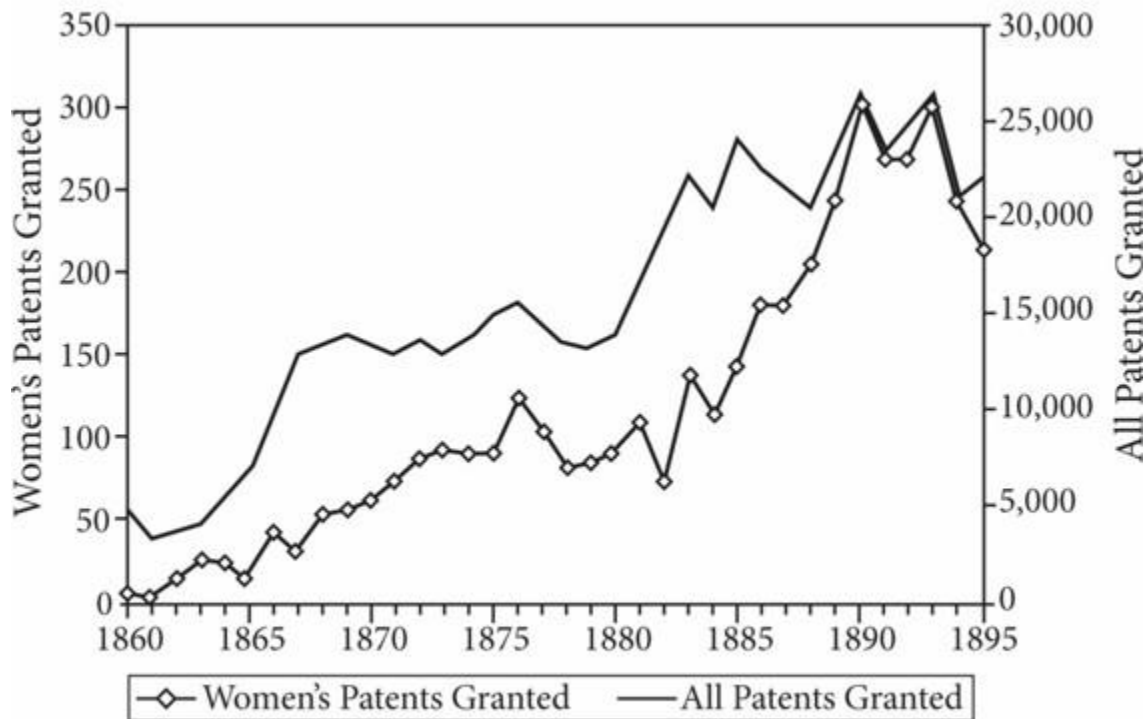
Knight spent her life working and inventing. As a child, she worked in the cotton mills and **3** many years later in her life, she was employed by the Columbia Paper Bag Company. While at the paper bag company, Knight perfected an idea for an automated machine that would cut, fold, and paste paper bags. **4** However, when a man stole her idea, Knight fought for her rights. In the Knight v. Annan dispute of 1871, she won **5** an odd victory for women. The Patent Office eventually issued the patent to her. Knight's **6** alternate inventions included a rotary engine and the shoe-cutting machine.

[1] In Knight's case, her profession helped her perceive the demand for an invention. [2] Plus, she acquired the skills to become a trailblazer. During the Industrial Age, many women, like Knight, were able to secure jobs in **7** factories, this resulted in their higher labor market participation.**8**

9 The progress of feminism in the twentieth century that improved women's rights and provided greater access to education also contributed to women's ingenuity. By 1998, some ten percent of all patents issued were to American women. **10** Nevertheless, Dr. Carol B. Muller founder of a nonprofit that promotes women in science states, "Until women are fully represented in the fields of science and engineering, society is losing out on the talents of a vast number of potential contributors."

In the future, if women can attain more university research positions, graduate-level degrees in science and engineering, and leadership positions in high-tech companies, the result may well be more participation as patentees.

Contribution of Women Inventors: 1860-1895



Adapted from *The Democratization of Invention: Patents and Copyrights in American Economic Development, 1790-1920*, by B. Zorina Khan. Cambridge University Press, 2005.

1. Which choice completes the sentence with accurate data based on the graphic on page 113?

A. NO CHANGE

B. Yet by 1865, the number of patents granted to women had more than doubled.

C. Yet by 1870, the number of patents granted to women had surpassed those granted to men.

D. Yet by 1866, the number of patents granted to women had fallen short of the 1840 count.

2. Which sentence should be eliminated to improve the paragraph's focus?

A. Sentence 1

B. Sentence 2

C. Sentence 3

D. Sentence 5

3.

A. NO CHANGE

B. many years later on,

C. later,

D. later on in her life,

4.

A. NO CHANGE

B. Furthermore,

C. Also,

D. Therefore,

5.

A. NO CHANGE

B. an inconceivable

C. a trivial

D. a rare

6.

A. NO CHANGE

B. subsequent

C. former

D. ultimate

7.

A. NO CHANGE

B. factories, because this resulted

C. factories; this resulted

D. factories, but resulted

8. Which choice most effectively supports the claim made in sentence 1?

A. Knight's first invention was for a device that would stop machinery from injuring workers.

B. At least some of this can be attributed to her own qualities rather than social conditions.

C. This is obvious when one considers the impressive rate of her creations.

D. This was a quality few women had at the time, as it was considered unfeminine.

9.

A. NO CHANGE

B. The progress of feminism in the twentieth century, which

C. The progress of feminism in the twentieth century,

D. The progress of feminism in the twentieth century, it

10.

A. NO CHANGE

B. Nevertheless, Dr. Carol B. Muller, founder of a nonprofit that promotes women in science states

C. Nevertheless Dr. Carol B. Muller, founder of a nonprofit that promotes women in science, states,

D. Nevertheless, Dr. Carol B. Muller, founder of a nonprofit that promotes women in science, states,

11. Which sentence would most effectively conclude the paragraph?

A. Given that we all benefit from new inventions that improve the quality of our lives, let us hope this becomes reality.

B. Recent social changes have had a positive impact on today's women inventors.

C. Unfortunately, women today are barely doing better than in Knight's day.

D. The patent system is alive and well in the twenty-first century, thanks to women trailblazers such as Margaret Knight