



Vocabulary, Reading,
and Writing Exercises
SAT Power Prep

Sample



Click here
to learn more
about this
title!



Click here
to find more
Prestwick House
resources!



 **Prestwick House**

More from Prestwick House

Literature
Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing
College and Career Readiness: Writing
Grammar for Writing

Vocabulary
Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading
Reading Informational Texts
Reading Literature

Project Editor:

Daniel Reed

Production Editor:

Darlene Gilmore

Senior Editor:

Paul Moliken

Contributors:

Rachel Natbony

Lisa Tetrault

Leah Rodriguez

Sydney Palmer

Allison Billmire

Alana Domingo

Cover Design:

Chris Koniencki

©2016 Copyright by Prestwick House, Inc.

All rights reserved. No portion may be reproduced without permission in writing from the publisher. Printed in the United States of America. *2nd Edition 2018*

ISBN: 978-1-62019-368-6



SAT™ is a trademark owned by the College Board, which is not affiliated with, and does not endorse, this product.

Table of Contents

Unit 1

Lesson 1 SAT Reading Passage	1
Vocabulary: Context Answers	4
Writing Practice: <i>Pronouns 1</i>	6
Vocabulary: Choosing the Right Use	8
Vocabulary: Synonyms and Antonyms	10
Lesson 2 SAT Reading Passage	11
Vocabulary: Context Answers	13
Writing Practice: <i>Modifier Placement 1</i>	15
Vocabulary: Choosing the Right Use	17
Vocabulary: Synonyms and Antonyms	19
Lesson 3 SAT Reading Passage	20
Vocabulary: Context Answers	23
Writing Practice: <i>Fragments and Run-Ons</i>	25
Vocabulary: Choosing the Right Use	28
Vocabulary: Synonyms and Antonyms	30
Lesson 4 SAT Reading Passage	31
Vocabulary: Context Answers	34
Writing Practice: <i>Pronouns 2</i>	36
Vocabulary: Choosing the Right Use	37
Vocabulary: Synonyms and Antonyms	39
Lesson 5 SAT Reading Passage: Paired Passages	40
Vocabulary: Context Answers	44
Writing Practice: <i>Parallel Construction</i>	48
Vocabulary: Choosing the Right Use	50
Vocabulary: Synonyms and Antonyms	55
Lesson 6 SAT Writing and Language Passage	57
Vocabulary: Context Answers	60
Writing Practice: <i>Modifier Placement 2</i>	62
Vocabulary: Choosing the Right Use	64
Vocabulary: Synonyms and Antonyms	66
Lesson 7 SAT Writing and Language Passage	67
Vocabulary: Context Answers	70
Writing Practice: <i>Restrictive/Nonrestrictive Clauses</i>	71
Vocabulary: Choosing the Right Use	73
Vocabulary: Synonyms and Antonyms	75
Lesson 8 SAT Writing and Language Passage	76
Vocabulary: Context Answers	79
Writing Practice: <i>Commonly Confused Words 1</i>	81
Vocabulary: Choosing the Right Use	82
Vocabulary: Synonyms and Antonyms	84
Lesson 9 SAT Writing and Language Passage	85
Vocabulary: Context Answers	88
Writing Practice: <i>Commonly Confused Words 2</i>	89
Vocabulary: Choosing the Right Use	90
Vocabulary: Synonyms and Antonyms	92
Lesson 10 SAT Essay Writing Prompt	93

Unit 2

Lesson 11 SAT Reading Passage	94
Vocabulary: Context Answers	97
Writing Practice: <i>Pronouns 1</i>	99
Vocabulary: Choosing the Right Use	100
Vocabulary: Synonyms and Antonyms	102
Lesson 12 SAT Reading Passage	103
Vocabulary: Context Answers	106
Writing Practice: <i>Modifier Placement 1</i>	108
Vocabulary: Choosing the Right Use	110
Vocabulary: Synonyms and Antonyms	112
Lesson 13 SAT Reading Passage	113
Vocabulary: Context Answers	116
Writing Practice: <i>Fragments and Run-Ons</i>	118
Vocabulary: Choosing the Right Use	122
Vocabulary: Synonyms and Antonyms	125
Lesson 14 SAT Reading Passage	126
Vocabulary: Context Answers	129
Writing Practice: <i>Pronouns 2</i>	131
Vocabulary: Choosing the Right Use	132
Vocabulary: Synonyms and Antonyms	135
Lesson 15 SAT Reading Passage: Paired Passages	136
Vocabulary: Context Answers	140
Writing Practice: <i>Parallel Construction</i>	143
Vocabulary: Choosing the Right Use	145
Vocabulary: Synonyms and Antonyms	149
Lesson 16 SAT Writing and Language Passage	151
Vocabulary: Context Answers	154
Writing Practice: <i>Modifier Placement 2</i>	156
Vocabulary: Choosing the Right Use	158
Vocabulary: Synonyms and Antonyms	161
Lesson 17 SAT Writing and Language Passage	162
Vocabulary: Context Answers	165
Writing Practice: <i>Restrictive/Nonrestrictive Clauses</i>	166
Vocabulary: Choosing the Right Use	168
Vocabulary: Synonyms and Antonyms	170
Lesson 18 SAT Writing and Language Passage	171
Vocabulary: Context Answers	173
Writing Practice: <i>Commonly Confused Words 1</i>	174
Vocabulary: Choosing the Right Use	175
Vocabulary: Synonyms and Antonyms	177
Lesson 19 SAT Writing and Language Passage	178
Vocabulary: Context Answers	181
Writing Practice: <i>Commonly Confused Words 2</i>	183
Vocabulary: Choosing the Right Use	184
Vocabulary: Synonyms and Antonyms	186
Lesson 20 SAT Essay Writing Prompt	187
Scoring Guide for SAT Writing	188



Reading Test

Each passage or pair of passages, some of which are accompanied by graphics such as maps, charts, or graphs, is followed by a set of questions. Read the passage and then choose the best answer to each of the questions.

Lesson 1

Questions 1–10 are based on the following passage.

This passage is adapted from Fyodor Dostoyevsky's *The Idiot*, published 1869, translated 1915.

But for all this, the question remains,—what are the novelists to do with commonplace people, and how are they to be presented to the reader in such a form as to be in the least degree interesting? They cannot be
5 left out altogether, for commonplace people meet one at every turn of life, and to leave them out would be to destroy the whole reality and probability of the story. To fill a novel with typical characters only, or with merely
10 strange and uncommon people, would render the book unreal and improbable, and would very likely destroy the interest. In my opinion, the duty of the novelist is to seek out points of interest and instruction even in the characters of commonplace people.

For instance, when the whole essence of an ordinary
15 person's nature lies in his **perpetual** and unchangeable commonplaceness; and when in spite of all his endeavors to do something out of the common, this person ends, eventually, by remaining in his unbroken line of routine. I think such an individual really does become a type of
20 his own—a type of commonplaceness which will not for the world, if it can help it, be **contented**, but strains and **yearns** to be something original and independent, without the slightest possibility of being so. To this class of commonplace people belong several characters in this
25 novel;—characters which—I admit—I have not drawn very vividly up to now for my reader's benefit.

Such were, for instance, Varvara Ardalionovna Ptitin, her husband, and her brother, Gania.

There is nothing so annoying as to be fairly rich, of a
30 fairly good family, pleasing presence, average education, to be “not stupid,” kind-hearted, and yet to have no talent at all, no originality, not a single idea of one's own—to be, in fact, “just like everyone else.”

Of such people there are countless numbers in this
35 world—far more even than appear. They can be divided into two classes as all men can—that is, those of limited intellect, and those who are much cleverer. The former of these classes is the happier.

To a commonplace man of limited intellect, for
40 instance, nothing is simpler than to imagine himself an original character, and to revel in that belief without the slightest misgiving.

Many of our young women have thought fit to cut their hair short, put on blue spectacles and call
45 themselves **Nihilists**. By doing this they have been able to persuade themselves, without further trouble, that they have acquired new **convictions** of their own. Some men have but felt some little **qualm** of kindness towards their fellow-men, and the fact has been quite
50 enough to persuade them that they stand alone in the van of enlightenment and that no one has such humanitarian feelings as they. Others have but to read an idea of somebody else's, and they can immediately **assimilate** it and believe that it was a child of their own brain. The
55 “**impudence** of ignorance,” if I may use the expression, is developed to a wonderful extent in such cases;—unlikely as it appears, it is met with at every turn.

This confidence of a stupid man in his own talents has been wonderfully depicted by Gogol in the amazing
60 character of Pirogoff. Pirogoff has not the slightest doubt of his own genius,—nay, of his superiority of genius,—so certain is he of it that he never questions it. How





Lesson 1 continued:

many Pirogoffs have there not been among our writers—scholars, **propagandists**?

65 I say “have been,” but indeed there are plenty of them at this very day.

Our friend, Gania, belonged to the other class—to the “much cleverer” persons, though he was from head to foot **permeated** and saturated with the longing to be original. This class, as I have said above, is far less happy. For the “clever commonplace” person, though he may possibly imagine himself a man of genius and originality, nonetheless has within his heart the deathless worm of suspicion and doubt; and this doubt
70 sometimes brings a clever man to despair. (As a rule, however, nothing tragic happens;—his liver becomes a little damaged in the course of time, nothing more serious. Such men do not give up their **aspirations** after originality without a severe struggle,—and there have
75 been men who, though good fellows in themselves, and even benefactors to humanity, have sunk to the level of **base** criminals for the sake of originality).

Gania was a beginner, as it were, upon this road. A deep and unchangeable consciousness of his own lack
80 of talent, combined with a vast longing to be able to persuade himself that he was original, had **rankled** in his heart, even from childhood.

He seemed to have been born with **overwrought** nerves, and in his passionate desire to excel, he was
90 often led to the brink of some rash step; and yet, having resolved upon such a step, when the moment arrived, he invariably proved too sensible to take it. He was ready, in the same way, to do a base action in order to obtain his wished-for object; and yet, when the moment
95 came to do it, he found that he was too honest for any great baseness. (Not that he objected to acts of petty meanness—he was always ready for them.) He looked with hate and loathing on the poverty and downfall of his family, and treated his mother with **haughty** contempt,
100 although he knew that his whole future depended on her character and reputation.

1

Choose the answer that best describes the purpose of this passage.

- A) an argument against plain characters
- B) commentary on Nihilists
- C) writing advice from an author
- D) an analysis of Pirogoff’s morality

2

Which phrase from the passage provides the best evidence for your answer to the previous question?

- A) Lines 11-13 (“In my opinion...people”)
- B) Lines 14-18 (“For instance...routine”)
- C) Lines 23-26 (“To this...benefit”)
- D) Lines 39-42 (“To a commonplace...misgiving”)

3

In paragraph 1, the author implies that the traditional approach to portraying common people is to

- A) ensure they are especially unremarkable.
- B) make the boring characters interesting.
- C) use common characters for main characters.
- D) keep the boring character scenes to a minimum.

4

According to paragraph 2, the trait that makes a common person (character) most interesting is

- A) the character’s ultimate success.
- B) that character’s inability to change.
- C) the knowledge that he or she can change.
- D) knowing that he or she will never change.



**Lesson 1 continued:****5**

The author suggests that “commonplace” people can be divided into two classes, and that the happier class can be described as having

- A) more opportunities than the other has.
- B) everything handed to it.
- C) reasons for maintaining the status quo.
- D) less intelligence than the other has.

6

Choose the statement most closely paraphrases the sentence in lines 39-42 (“To a...misgiving”).

- A) People of limited intellect are frustrated by it.
- B) Ignorance is bliss.
- C) The simple solution is usually the correct one.
- D) Intellectuals have easier lives.

7

The author suggests that there are three classifications of people of “limited intellect.” Choose the answer that is *not* one of the three classifications.

- A) those who become experts in a subject
- B) those who simply copy the beliefs of others
- C) those whose common feelings lead them to believe they are unique
- D) those who pretend to be something and then begin to believe it

8

As it is used in line 74, *deathless* suggests that a clever person’s despair is

- A) tolerable.
- B) amplified.
- C) permanent.
- D) ancient.

9

As it is used in line 82, the word *base* most nearly means

- A) remarkable.
- B) bitter.
- C) questionable.
- D) evil.

10

The author of the passage would agree with which one of the following statements?

- A) To create a boring character, simply delve deeper into a character’s personality.
- B) There’s no such thing as an uninteresting person.
- C) The most uninteresting character is one smart enough to know that he or she is not special.
- D) The best novels are filled with strange, uncommon characters.



Lesson 1 continued:

Vocabulary: Context Answers

The following sentences contain vocabulary words used in the reading passage. Choose the answer that best completes the sentence. There may be more than one technically correct answer, but one will better exemplify the italicized vocabulary word than the others will.

- 1) Fish that swim _____ live in *perpetual* darkness.
- underneath fishing piers
 - in the deepest trenches of the ocean
 - in the Pacific Ocean
 - around the perimeter of coral reefs
 - in the kelp forests of Southern California
- 2) _____, Emily gave a *contented* sigh.
- After scheduling her dentist appointment
 - Standing outside in the drizzle
 - Reclining by the hotel's pool
 - Before starting her speech
 - Looking through the jewelry store window
- 3) Walter *yearns* _____ as he sits in the dreary waiting room.
- because of the crying child
 - on the cushioned bench
 - that the doctor is late
 - for the summer breeze
 - yet does not complain
- 4) The judge believes _____ does not align with his moral *convictions*.
- telling the truth
 - running for mayor
 - accepting bribes
 - donating to local charities
 - taking a day off
- 5) _____, Ben has no *qualms* about copying his friend's essay.
- Afraid of failing the class
 - Under the guidance of his friends
 - Even though his grades are satisfactory
 - Although the paper is due next week
 - Despite the threat of punishment
- 6) Because Heather _____, she needed to *assimilate*.
- received detention
 - wanted good grades
 - did not study for the math exam
 - left her textbooks at home
 - transferred to a new school
- 7) Roger spoke with *impudence*, his voice _____.
- shaking with fear
 - defiant and strong
 - quiet from embarrassment
 - loud and uncertain
 - stern and commanding
- 8) Rain from the heavy storm *permeated* _____.
- the hard soil
 - the truck's roof
 - my plastic umbrella
 - the backyard deck
 - the large lake



Lesson 1 continued:

- 9) Since Ricky _____, he has *aspirations* of becoming an actor.
- A. understands the basics of movie making
 - B. has stage fright
 - C. grew up watching movies
 - D. did not get the leading role
 - E. drove his friend to the audition
- 10) His actions were so *base* that _____.
- A. I refused to remain friends with him
 - B. nobody seemed to notice
 - C. he became exhausted
 - D. he left us all confused
 - E. we nominated him for office
- 11) Lori was clearly *overwrought* when she discovered _____.
- A. her pet cat was missing
 - B. her brother was coming home for Thanksgiving
 - C. her favorite team won the football tournament
 - D. she forgot to do the laundry
 - E. she was chosen as class president
- 12) Jackie's *haughty* remarks _____ her supervisor during the company meeting.
- A. amused
 - B. irritated
 - C. inspired
 - D. helped
 - E. informed



Lesson 1 continued:

Writing Practice

The underlined portion of each sentence possibly contains a flaw related to pronoun use. Select the answer that best corrects the flaw. Select NO CHANGE if the underlined portion is correct.

- 1) If anyone dislikes my music, they can go somewhere else.
 - A. NO CHANGE
 - B. they can goes
 - C. he or she can go
 - D. they go
- 2) The teacher said that either girl could write her answer on the board.
 - A. NO CHANGE
 - B. could write their
 - C. can write their
 - D. write her
- 3) We saw the stars on the badge and remembered that each symbolize a precept of the organization.
 - A. NO CHANGE
 - B. it each symbolizes a precept of the organization
 - C. each symbolizes a precept of the organization
 - D. each of the stars symbolize the organization's precept
- 4) Neither Janet nor Laurie drives their car to school.
 - A. NO CHANGE
 - B. drive her
 - C. drive their
 - D. drives her
- 5) Dad said that if anything is not returned to their proper place, we will be in trouble.
 - A. NO CHANGE
 - B. its
 - C. everything's
 - D. one's
- 6) Party planners praised the decorating committee because it has worked so hard.
 - A. NO CHANGE
 - B. they have worked
 - C. they worked
 - D. it have worked
- 7) Every tech company wants to retain their innovative employees.
 - A. NO CHANGE
 - B. its
 - C. it's
 - D. one's
- 8) Helena confided in her sister that something about their dad's actions seem off.
 - A. NO CHANGE
 - B. seems
 - C. seem to be
 - D. were seemingly

**Lesson 1 continued:****Vocabulary: Choosing the Right Use**

The following sentences contain vocabulary words used in the reading passage. Identify the sentence or sentences that use the italicized vocabulary word properly. We have changed the form of some vocabulary words to provide new contexts; for example, some adjectives and verbs have been used as nouns.

- 1)
 - A. In the weeks following his daughter's accident, Brandon was in a *perpetual* state of worry about her safety.
 - B. The *perpetual* length of the speech allowed the spectators enough time to take photos of all the guest speakers afterwards.
 - C. In the vacuum of space, absent of air to create friction, the planet will revolve around the sun *perpetually*.
 - D. The *perpetual* snowstorm we had yesterday means that school will probably be in session today.

- 2)
 - A. Trudy hoped her ripe and *contented* tomatoes would at least make her a finalist at the county fair competition.
 - B. Even though he had really wanted the promotion, Jared remained *content* with his current position.
 - C. The sun's rays shone *contentedly* through the clouds.
 - D. After a long day, Janie *contented* herself with a bubble bath.

- 3)
 - A. Although he tries to hide it, we all know that Tim *yearns* for a chance to play as the team's quarterback.
 - B. Courtney takes the *yearning* back roads when she wants to go to Sarah's house.
 - C. The door creaks loudly whenever it *yearns* open.
 - D. The child cries whenever he is hungry or *yearns* for his mother.

- 4)
 - A. Martin's *convictions* about standing up for himself faded immediately when he was caught off guard and forced to open the bank vault at gunpoint.
 - B. After the autopsy, the coroner noted his *conviction* that the death was not accidental.
 - C. Mary believes her neighbors have standing *convictions* against them, as they are very private people.
 - D. Todd's *convictions* with the Florida summer season led him to buy a house in Alaska.

- 5)
 - A. When the *qualm* between Jeff and Nick became physical, both of them were sent to the principal's office.
 - B. The mechanic told me he would not be able to fix the *qualms* with my car until next week.
 - C. Because Judy had proven herself able to handle stressful situations, her boss had no *qualms* about increasing her workload.
 - D. The house looks good overall, but potential buyers may voice some *qualms* over the outdated electricity.



Lesson 1 continued:

Synonyms and Antonyms

Match the word with its *antonym*.

- | | |
|----------------|----------------|
| 1) perpetual | A. calm |
| 2) content | B. politeness |
| 3) yearn | C. short-lived |
| 4) overwrought | D. modest |
| 5) haughty | E. reject |
| 6) impudence | F. displeased |

Match the word with its *synonym*.

- | | |
|----------------|--------------|
| 7) assimilate | A. misgiving |
| 8) permeate | B. dream |
| 9) rankle | C. pervade |
| 10) qualm | D. integrate |
| 11) conviction | E. anger |
| 12) aspiration | F. judgment |

END
of
LESSON 1