

I. SAT Reading Skills

The Reading section tests **comprehension, analysis, inference, and vocabulary**. You'll be asked to read passages and answer questions about them.

1. Main Idea / Central Theme

- **Definition:** The main point the author is trying to communicate.
- **Tip:** Look at the first and last sentences of paragraphs. Often, the thesis or main argument is there.
- **Example Question:** "What is the central idea of the passage?"
- **Strategy:** Summarize the passage in your own words before looking at the options.

2. Supporting Details

- **Definition:** Specific facts, examples, or evidence the author uses to support the main idea.
- **Tip:** Questions often use phrases like "According to the passage..." or "Which detail supports..."
- **Example:** If the passage discusses renewable energy, details about solar panels or wind turbines are supporting evidence.

3. Inference / Implication

- **Definition:** A logical conclusion you can draw from the text, even if it is not explicitly stated.
- **Tip:** Avoid assumptions; base your answer only on what the passage supports.

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- **Example:** “It can be inferred that the author believes renewable energy is important for the environment.”
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4. Vocabulary in Context

- **Definition:** Understanding the meaning of a word based on how it is used in the passage.
- **Tip:** Read the sentence before and after the word. Look for context clues.
- **Example:**

“The scientist’s method was *innovative*, producing results that amazed everyone.”

- Innovative = new, original, creative.
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5. Author’s Purpose / Tone

- **Definition:** Why the author wrote the passage and their attitude toward the subject.
 - **Tips:** Words like *argues*, *suggests*, *warns*, *criticizes* indicate purpose. Tone can be neutral, persuasive, critical, humorous, etc.
 - **Example Question:** “The author’s tone toward electric cars is...”
 - Answer: Informative and positive.
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6. Evidence-Based Questions

- **Definition:** These questions ask you to select a line or phrase in the passage that supports your answer.
 - **Tip:** Always go back to the text before answering.
 - **Example:** “Which sentence provides evidence for the author’s claim that electric cars are eco-friendly?”
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7. Command of Evidence

- Often in pairs: the first question asks a main idea or inference, the second asks which part of the passage supports it.
 - **Tip:** Always answer the first question carefully—then find the exact text supporting it.
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II. SAT Writing & Language Skills

The Writing section tests **grammar, usage, punctuation, sentence clarity, and effective language**.

1. Grammar & Usage

- **Subject-Verb Agreement:**
 - Singular subjects take singular verbs; plural subjects take plural verbs.
 - *Example:* “The team **is** winning.” vs “The players **are** winning.”
- **Pronoun Clarity:**
 - Pronouns must clearly refer to a specific noun.
 - *Bad:* “John told Alex he was tired.” (Who is tired?)
 - *Good:* “John told Alex that John was tired.”
- **Verb Tense Consistency:**
 - Maintain the same tense in a sentence unless a shift is required.
 - *Bad:* “She **walks** to the park and **ran** home.”
 - *Good:* “She **walked** to the park and **ran** home.”

- **Parallel Structure:**

- Items in a list or comparison should have the same grammatical form.
 - *Bad:* “She likes singing, to dance, and painting.”
 - *Good:* “She likes singing, dancing, and painting.”
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2. Punctuation

- **Commas:** Separate ideas, clauses, or items in a list.
 - *Example:* “After school, I went to the library.”
 - **Semicolons:** Connect independent clauses without using a conjunction.
 - *Example:* “I like coffee; my brother prefers tea.”
 - **Colons:** Introduce a list, explanation, or quotation.
 - *Example:* “She brought three items: a book, a pen, and a notebook.”
 - **Apostrophes:** Show possession or contraction.
 - *Example:* “Maria’s notebook” (possession), “don’t” (do not).
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3. Sentence Clarity / Style

- **Conciseness:** Remove unnecessary words.
 - *Bad:* “Due to the fact that it was raining, we decided to cancel.”
 - *Good:* “Because it was raining, we canceled.”
- **Redundancy:** Avoid repeating the same idea.
 - *Bad:* “He returned back to the store.”
 - *Good:* “He returned to the store.”

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- **Logical Sentence Order:** Ensure ideas flow naturally.
 - *Example:* “After completing the homework, she went outside to play.”
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4. Effective Language & Word Choice

- Use precise and formal language in essays or passages.
 - Avoid informal or vague words.
 - Transition words improve flow: *however, therefore, moreover, in contrast.*
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5. Combining Sentences

- Combine short, choppy sentences to improve flow.
 - *Bad:* “The experiment failed. The results were inconclusive. The team was disappointed.”
 - *Good:* “The experiment failed, producing inconclusive results, and leaving the team disappointed.”
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6. Strategy Tips for Reading & Writing

1. **Always read the passage first** in Reading. Don't skim too quickly.
2. **Underline keywords** in both Reading and Writing questions.
3. **Eliminate wrong choices first.** Often, one or two options are obviously incorrect.
4. **Check context in Writing:** A word or punctuation mark may depend on the surrounding sentence.
5. **Time management:** Don't spend too long on one question; mark it and move on if unsure.

6. **Evidence-based approach:** For Reading, always refer back to the passage to confirm your answer.
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SAT Reading & Writing Practice Questions

A. Reading Section (8 questions)

Passage Excerpt:

"Electric cars have become increasingly popular in recent years. Many people choose them to reduce pollution and reliance on fossil fuels. While electric cars have environmental benefits, they also face challenges such as limited charging stations and high initial costs. Governments around the world are investing in infrastructure to support electric vehicles and encourage sustainable transportation."

1. What is the main idea of the passage?
 - a) Electric cars are cheaper than gasoline cars
 - b) Electric cars are becoming popular and face challenges
 - c) Governments discourage electric vehicles
 - d) Electric cars have no disadvantages
2. Which phrase supports the main idea?
 - a) "High initial costs"
 - b) "Many people choose them"
 - c) "Limited charging stations"
 - d) "Governments around the world"
3. What is the author's purpose?
 - a) To entertain
 - b) To inform about electric cars
 - c) To persuade readers not to buy cars
 - d) To describe car design

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4. What does "infrastructure" most nearly mean in the passage?
 - a) Buildings for homes
 - b) System of facilities for electric cars
 - c) A type of car battery
 - d) Road construction only

 5. Which can be inferred?
 - a) Electric cars have no environmental impact
 - b) People are willing to adopt new technology
 - c) Electric cars are cheaper than gasoline cars
 - d) Fossil fuels are renewable

 6. What is a challenge mentioned in the passage?
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7. How are governments responding to electric car growth?

8. Identify one environmental benefit of electric cars.

B. Writing & Language Section (7 questions)

Sentence:

"The teacher give homework every day, she expects students to complete it."

9. Correct the sentence:
 - a) The teacher give homework every day she expects students to complete it.
 - b) The teacher gives homework every day; she expects students to complete it.
 - c) The teacher give homework every day, she, expects students to complete it.

d) The teacher gives homework every day, she expects students to complete it.

Sentence:

"My friends enjoys watching movies on weekends."

10. Correct the verb:

- a) enjoys
- b) enjoy
- c) enjoyed
- d) enjoying

Sentence:

"James wanted to buy a new bicycle however he didn't have enough money."

11. Correct punctuation:

- a) bicycle however, he didn't
- b) bicycle; however, he didn't
- c) bicycle. however he didn't
- d) bicycle, however he didn't

Sentence:

"The experiment was successful it proved the hypothesis correct."

12. Correct sentence structure:

- a) The experiment was successful, it proved the hypothesis correct.
- b) The experiment was successful; it proved the hypothesis correct.
- c) The experiment was successful it, proved the hypothesis correct.
- d) The experiment was successful: it proved the hypothesis correct.

Sentence:

"Running fast, the finish line was crossed by Sarah."

13. Correct sentence structure:

- a) Sarah, running fast, the finish line was crossed.
- b) Running fast, Sarah crossed the finish line.
- c) The finish line was crossed by Sarah running fast.
- d) Sarah ran fast the finish line crossed.

Sentence:

"He is taller than his brother but also more athletic."

14. Which improves clarity?

- a) He is taller, than his brother, but also more athletic.
- b) He is taller than his brother and also more athletic.
- c) He is taller than, his brother but also more athletic.
- d) He is taller than his brother but, also more athletic.

Sentence:

"Because of the heavy rain, the game was canceled everyone was disappointed."

15. Correct punctuation:

- a) canceled, everyone was disappointed
 - b) canceled; everyone was disappointed
 - c) canceled everyone, was disappointed
 - d) canceled: everyone was disappointed
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