

SAT & ACT

Foundations

Reading and Vocabulary

SAMPLE



SUMMIT
EDUCATIONAL
GROUP

(800) **MY** TUTOR
MYTUTOR.COM

Focusing on the Individual Student

Copyright Statement

The SAT & ACT Foundations Book, along with all Summit Educational Group Course Materials, is protected by copyright. Under no circumstances may any Summit materials be reproduced, distributed, or published by any means.

Summit Educational Group reserves the right to refuse to sell materials to any individual, school, district, or organization that fails to comply with its copyright policies.

Third party materials used to supplement Summit Course Materials are subject to copyright protection vested in their respective publishers. These materials are likewise not reproducible under any circumstances.

Ownership of Trademarks

Summit Educational Group is the owner of the trademark "Summit Educational Group" and the pictured Summit logo, as well as other marks that the Company may seek to use and protect from time to time in the ordinary course of business.

SAT is a registered trademark of the College Board, which was not involved in the production of, and does not endorse this product. ACT is a registered trademark of ACT, Inc., which was not involved in the production of, and does not endorse this product.

All other trademarks referenced are the property of their respective owners.

CONTENTS

READING COMPREHENSION

Grouping	6
Importance	8
Paraphrase	10
Active Reading	16
Main Idea	26
Tone	32
Mapping the Passage	36
Context Clues	44
Figurative Language	48
Difficult Reading	52

CRITICAL READING

Function	60
Purpose	66
Inference	72

VOCABULARY

Prefixes	78
Roots	80
List 1	82
List 2	92
List 3	102
List 4	112
List 5	122
List 6	132

List 7	142
List 8	152
List 9	162
List 10	172
Extended Vocabulary List	182

SAMPLE

SAMPLE

Active Reading (Part 1)

Strong reading comprehension skill is not a matter of how quickly you read, but how well you understand the passage. It is better to read at a moderate pace and to develop a strong understanding of the text than to rush through the reading and not comprehend its meaning.

 Stay engaged. While reading, you should be thinking about the information, reflecting on what you have already read, anticipating what will come next, and analyzing how the passage is constructed.

Do not read passively, waiting for the passage to reveal information to you. Instead, interact directly with the passage and think about what it is saying and how it works.

Never expect a passage to interest or entertain you. It's up to you to get involved.

 The following are skills you can use to stay engaged and read actively:

- paraphrase
- mark important words or sentences
- make notes
- connect ideas together
- summarize
- make predictions
- ask questions

 Reread text that confuses you or when you are unsure of what you have read.

Use a question mark to identify any part of the passage you don't understand. Often, when you read further you will find additional information that clarifies the parts that had confused you before.

 For some readers, it is difficult to understand a reading without already having an idea of what the whole passage is about. If this is the case for you, it can be very helpful to skim through the passage, developing a sense of its focus and organization, before carefully reading the whole passage. This technique is known as **pre-reading**.

When pre-reading, look for repeated words and ideas, as well as transition words. Also, pay attention to the first and last sentences of large paragraphs, because these sentences often contain paragraphs' main ideas. This information will give you a sense of the passage's key points and structure and will help guide you through your reading.

TRY IT OUT

Consider and answer the questions as you read the passage:

Most people can appreciate the pleasing effects of music. When your head is bobbing, your feet are tapping, or when you feel a sense of calmness or invigoration, music clearly has a unique and distinctive power. So it is no surprise that therapists are able to use music to great advantage in many forms of treatment.

For millennia, music has been used as a method of healing. Hippocrates, the “Father of Medicine,” used music as a treatment for mental illness. Aristotle also described the importance of music, writing, “Music is able to produce a certain effect on the character of the soul.” Many therapists today recognize the deep effects that music can have and continue to use it to manage emotional and behavioral disorders. Modern music therapy comes in many forms: playing instruments, listening, composing, and following rhythms are all activities used in various types of treatment.

What makes music so therapeutic? For some people, music is a way to express ideas and emotions. Another benefit is that, in its very nature, music harmonizes. By attuning oneself to the rhythms of a musical composition, one’s mind and body can find a sense of regularity. According to studies, this bond with music begins in the womb, where the fetus experiences the mother’s heartbeat. Our relationships with music are universal and widespread. The effects of music can be felt by everyone, and in this way it serves to unify us and can help ease troubled minds.

Most people have their own particular songs, musicians, and composers that bring them joy. Also, most people have particular pieces of music that help them through sad or stressful times, as well as music that calms or excites them. In these ways, we use music as a form of self-treatment, because we recognize the force it has on our emotions.

- ◀ 1. What do you think this passage will be about?
- ◀ 2. What are the examples in the second paragraph used to show?
- ◀ 3. Summarize the second paragraph.
- ◀ 4. Paraphrase this sentence (“By attuning... of regularity”)
- ◀ 5. What is the point of the third paragraph?
- ◀ 6. How does the last paragraph connect to the rest of the passage?

PUT IT TOGETHER

Read the passage and answer the questions that follow:

What grows on wood like a fruit, develops in water like a fish, and then flies away like a bird? The goose barnacle, of course! At least, that was the explanation that persisted through medieval times.

5 In 12th century Europe, people generally did not understand that birds migrate. When birds appeared only during certain seasons, people did not know where the birds came from or how they were born. While trying to find an explanation for where certain
10 geese originate, medieval people focused on an unusual explanation: barnacles.

Barnacles, the crusty growths that can be found on ships' hulls, ocean rocks, and even on whales, are a type of crustacean, and thus are related to crabs and
15 lobsters. In some parts of Europe where barnacles are regularly eaten, barnacles are considered expensive delicacies. For sailors, however, these crusty organisms are seen as a nuisance, because they attach themselves to the bottoms of boats, making the boats
20 too heavy and the hulls too rough to glide smoothly through the water. For the people of the 12th and 13th centuries, there was also another view of barnacles: they believed that some barnacles were actually
25 geese.

Unlike most barnacles, the goose barnacle does not cement its shell to surfaces. Instead, it attaches by means of a stalk, which looks like a long neck. These barnacles usually attach themselves to debris and
30 rubbish found on ocean shores, most commonly driftwood. The barnacles feed with feathery appendages that reach out from their shells and collect plankton from the intertidal zone.

When medieval people saw the long, neck-like stalks and the feathery appendages of these barnacles,
35 they believed them to be necks and feathers. This led to an unusual explanation of where some geese come from. The medieval theory was that geese grew from trees, starting as beads of sap that grew into eggs. The newly hatched goslings would poke their heads
40 out of their shells and grab onto the tree branches with their beaks. In this way, they could drink sap from the tree, while the rest of their bodies would remain protected by their shells. Some people

believed that the geese could only grow when the
45 wood they grew from had fallen into the ocean, which led to the idea that those geese were also a type of fish. The feathery appendages that barnacles use to feed were thought to be the geese's wings stretching out through cracks in their shells. It was
50 believed that the goslings would eventually hatch from their shells, pull their beaks from the branches of the tree, and grow into mature "barnacle geese." While this may sound absurd, the idea was accepted for many years, and this explanation of the life cycle of geese can even be found in medieval
55 encyclopedias.

Some of the first challenges to these ideas about the goose barnacle and the barnacle goose came from religious leaders. They did not disagree with the
60 theory of how barnacle geese are born, but they did disagree with eating barnacle geese during periods of fasting. Because barnacle geese were believed to be born from trees, and to be a type of fish, many people would eat them during those times when the Catholic
65 religion prohibited the eating of birds. In the 13th century, the Pope declared that barnacle geese were similar enough to ducks that they should be prohibited during the fasting period of Lent. In other words: if it looks like a duck, moves like a duck, and
70 sounds like a duck, then it probably isn't a barnacle.

Now, of course, we recognize that barnacle geese don't come from barnacles, nor do they grow on trees. They breed in the Arctic, which is why medieval Europeans never saw them nesting. We also
75 understand that goose barnacles are not goslings, but crustaceans. However, despite how incorrect this medieval theory was, there is an undeniable charm in its fantastical logic.

SAT Questions

1. The information in lines 15-24 indicates that
 - (A) different views on barnacles exist
 - (B) there is still much about barnacles that we do not understand
 - (C) people’s views are more important than scientific facts
 - (D) barnacles are underappreciated
 - (E) the dominant theory about the lifecycle of barnacles has changed over time

2. According to the author, the “unusual explanation” (line 36) was based on
 - (A) a logical connection of perceived details
 - (B) a traditional medieval story
 - (C) religious beliefs and traditions
 - (D) observation of the migration patterns of geese
 - (E) an examination of the traits of other crustaceans

3. In the 13th century, the Pope prohibited Catholics from eating barnacle geese during Lent because
 - (A) the geese were believed to be a type of fish
 - (B) nobody believed that the geese were born from barnacles
 - (C) the geese closely resembled other foods whose consumption was restricted
 - (D) the Pope believed that duck should be eaten instead
 - (E) it was discovered that barnacles are a type of crustacean

ACT Questions

1. The passage establishes that parts of the goose barnacle resemble features of geese because the barnacles have all of the following characteristics EXCEPT:
 - A. beaks.
 - B. stalks.
 - C. appendages.
 - D. shells.

2. As described in the passage, medieval Europeans generally regarded the “explanation of the life cycle of geese” (lines 54-55) as:
 - F. an absurd theory.
 - G. a religious view held by Catholics.
 - H. an accepted fact.
 - J. a traditional fantasy story.

3. In the context of the passage, what does the author mean when she states that “despite how incorrect... there is an undeniable charm in its fantastical logic” (lines 76-78)?
 - A. The medieval theory is still accepted by many as factual.
 - B. The medieval theory was based on incorrect assumptions that now seem humorous.
 - C. The medieval theory was the first attempt to explain the life cycles of animals.
 - D. The medieval theory was a fairy tale that turned out to be based entirely on scientific facts.

Mapping the Passage

There might be an overwhelming amount of information in a single reading passage. It can be too much to hold in your head all at once. Therefore, it is helpful to take notes, mark important words or phrases, and break up the passage into more manageable pieces.

Key **Mapping the Passage** is a technique that uses Active Reading skills to develop an organized understanding of a reading passage.

Key Passages are organized into paragraphs. Each paragraph generally develops a thought, example, detail, or point.

While a passage might have one main idea, this is typically built from several smaller ideas that all work together to form the larger, main idea of the passage. By finding the idea in each paragraph, you can create an organized map of how the passage works and how the main idea is developed.

Key When you finish reading a paragraph, pause for a moment to figure out what that paragraph was about.

In addition to helping you organize the information of the passage, this also ensures that you do not read through the whole passage without understanding it.

Key While you read, make notes that help you understand the reading. You can underline or circle important words and phrases, mark where there are contrasting ideas, note where you have questions or confusion, and jot down ideas.

Different people have different ways of making notes as they read, so try out a variety of approaches and settle on what works best for you.

At the age of six, Amos Alcott already recognized the risk of his ambitions. As a young boy, he witnessed a total solar eclipse and, bewildered by the phenomenon, he and his friends threw stones up toward the moon. Bronson was too excited and not careful enough; he fell and dislocated his shoulder. Over sixty years later, he judged that this boyhood accident represented much of the rest of his life, because he often pursued grand ideals that led to trouble and failure. As an adult, his books were ridiculed, his Fruitlands social experiment failed, and his progressive educational ideas were objurgated. Amos Alcott was perhaps too ambitious and idealistic, but despite his criticisms and failures he has left a positive legacy.

Ambitious,
struggled,
achieved.

TRY IT OUT

Map the following passage by making notes and finding the main idea of each paragraph:

In commercials, they are seen swerving through dense forest paths, climbing up mountain sides, and churning up clouds of dust along stretches of open desert. Realistically, however, sport utility vehicles rarely leave the comfort of smooth city streets. The four-wheel drive is never used, the high ground clearance only helps clear the occasional speed bump, and the extra-large size may be good for storage but not for narrow roads or parking spots.

SUVs were originally based on military vehicles that were designed to be strong enough to handle extreme off-road environments that would cripple normal vehicles. But manufacturers began to market SUVs to suburban families. Ads on television and in magazines pushed the idea that these vehicles could transport entire suburbanite families into the rugged outdoors for a ski weekend or a picnic. Pretty soon, SUVs became a symbol of the suburban family, and because the sticker price far exceeded that of most family sedans, the SUV became a sign of social status. Eventually, the SUV's original ruggedness and its marketed luxuriousness merged into one image, both tough and lavish, like a lumberjack in a designer suit.

In the 1990s, automobile manufacturers realized consumers were willing to pay more money for SUVs than for cars or trucks. Because of the potential for increased profits, car companies began to heavily advertise "luxury SUVs." They were a bit bigger, a bit fancier, and much more expensive. While this made more money for automakers, it has also led to recent criticism of luxury SUVs as being overpriced, oversized, tacky, and garish. These days, few SUVs are used for sport or for utility. They have come to represent the epitome of the impractical.

Now, we have to wonder what the future holds for the SUV. Will it pass as a fad, or will it lead to even grander forms of uselessness? Perhaps in the future, the trendsetters will drive armed tanks, upgraded with luxurious leather seats, sun roofs, and chrome-plated cannons. Who cares if they'll get less than one mile per gallon and won't be drivable on city streets; they'll look great in the commercials.

The following passage includes the main ideas for each paragraph, as well as notes and underlined portions. Review and compare your own notes from the previous page:

In commercials, they are seen swerving through dense forest paths, climbing up mountain sides, and churning up clouds of dust along stretches of open desert. Realistically, however, sport utility vehicles rarely leave the comfort of smooth city streets. The four-wheel drive is never used, the high ground clearance only helps with the occasional speed bump, and the extra-large size may be good for storage but not for narrow roads or parking spots. Rugged, but not used

SUVs were originally based on military vehicles that were designed to be strong enough to handle extreme off-road environments that would cripple normal vehicles. But manufacturers began to market SUVs to suburban families. Ads on television and in magazines pushed the idea that these vehicles could transport entire suburbanite families into the rugged outdoors for a ski weekend or a picnic. Pretty soon, SUVs became a symbol of the suburban family, and because the sticker price far exceeded that of most family sedans, the SUV became a sign of social status. Eventually, the SUV's original ruggedness and its marketed luxuriousness merged into one image, both tough and lavish, like a lumberjack in a designer suit. Originally military, became ridiculous status symbol

In the 1990s, automobile manufacturers realized consumers were willing to pay more money for SUVs than cars or trucks. Because of the potential for increased profits, car companies began to heavily advertize "luxury SUVs." They were a bit bigger, a bit fancier, and much more expensive. While this made more money for automakers, it has also led to recent criticism of luxury SUVs as being overpriced, oversized, tacky, and garish. These days, few SUVs are used for sport or for utility. They have come to represent the epitome of the impractical. Profitable and impractical

Now, we have to wonder what the future holds for the SUV. Will it pass as a fad, or will it lead to even grandier forms of uselessness? Perhaps in the future, the trendsetters will drive armed tanks, upgraded with luxurious leather seats, sun roofs, and chrome-plated cannons. Who cares if they'll get less than one mile per gallon and won't be drivable on city streets; they'll look great in the commercials. Future luxury tanks?

contrast →

origins {

present {

absurdity →

\$

??

critical tone →

sarcasm {

TRY IT OUT

Map the following passage by making notes and finding the main idea of each paragraph:

There was a time when giggling crowds huddled around, peering at the spectacle of fleas performing in miniature circuses. Although these were little scenes, they caused a great deal of excitement. Contained within a small dome or box, tiny performers would act out incredible stunts and feats of strength. These displays often had magnifying lenses so spectators could view the miniscule actions of the fleas. And, yes, these were actual fleas. A part of the amusement was in seeing the insects dressed in little suits and dresses and performing the same stunts you might see in a normal circus. Some flea circuses, however, did not use real fleas but only created an illusion of them. Half of the fun was not in the flea circus itself, but in watching the people viewing it, who imagined that they could see the tiny performers even if the fleas weren't really there.

Surprisingly, the history of flea circuses begins with watchmaking. Watchmakers created tiny harnesses and props for fleas in order to demonstrate the incredible precision of their metal-working skills. This led to the first flea circuses. Fleas were used as the miniature performers because of their strength and availability. At the time, before effective and widespread pest control, fleas were a common part of everyday life.

Later, as fleas became less common, flea circuses no longer actually used fleas. Instead, the displays had special mechanisms that would make it seem as though fleas were performing. Tiny bicycles would pedal their way across tightropes, little balls would juggle in the air, and a parade of small brass instruments and drums would march by. Because fleas are so difficult to see, viewers of these flea circuses would try desperately to see the fleas that weren't there, and many would imagine that they actually did see them.

Today, this simple form of entertainment of a flea circus would no longer draw much of a crowd. People need more spectacle to hold their attention. Perhaps we have lost some of that whimsical imagination that allowed us to see fleas where there were none.

TRY IT OUT

Map the passage and answer the related questions:

Before the development of modern computer technology, filmmakers needed ingenuity and creativity in order to create special effects. Without the convenience of computer graphics, artists such as the renowned Willis H. O'Brien had to use models that were filmed to appear life-size and alive. One technique developed was stop-motion animation, which used series of still photographs of realistic models to create the illusion of movement.

Willis H. O'Brien was a pioneer of stop-motion animation, and is known for some of the most iconic images in the history of cinema. He is the artist behind the original "King Kong." O'Brien's career in cinema began with his fascination with dinosaurs, which began while guiding a group of paleontologists through the Oregon wilderness. Inspired, he sculpted miniature model dinosaurs in incredible detail. Some of these models would go on to star in movies.

Before the invention of advanced robotics, O'Brien couldn't create models capable of moving on their own, so instead he created the illusion of movement. Carefully positioned his figures, he would take a single image. He would then slightly move the figures and took another image. The process was repeated thousands of times to create a single scene. When the images were quickly played in succession, it appeared as though the models were moving. This is the painstaking art of stop-motion.

O'Brien's work inspired later artists, such as Ray Harryhausen, who used stop-motion to create the stunning action scenes of the classics "Jason and the Argonauts" and "Clash of the Titans." Some modern filmmakers, such as Henry Selick, continue to use stop-motion animation in order to create the realistic look that computer graphics cannot achieve. Although stop-motion is no longer the primary type of special effect used in major motion pictures, the achievements of these artists live on in their films, and as an inspiration to future artists.

1. What is the main idea of paragraph 1?
2. What is the main idea of paragraph 2?
3. What is the main idea of paragraph 3?
4. What is the main idea of paragraph 4?
5. What is the main idea of the whole passage?
6. How does the author feel about stop-motion artists?
7. Why are computer graphics now used more commonly than stop-motion animation?

TRY IT OUT

Map the passage and answer the related questions:

TV dinners are an icon of American culture and innovation. Even if you might not have a freezer stocked with TV dinners, you have to admit that these modern meals are a symbol of the distinctly twentieth-century mix of development and advertising that fueled the post-war economic boom.

The widespread popularity of TV dinners began in the 1950s, with the Swanson company. After Thanksgiving one year, Swanson had a large surplus of turkeys. Trying to figure out what to do with the leftover holiday turkey is a common concern for many families, but Swanson was faced with over 200 tons of extra turkey! Fortunately, one of the company's executives had an idea. While on an airplane trip, he noticed that the flight service offered meals that had been pre-cooled and packaged. The flight attendants only had to reheat the meals, and they were quickly ready to serve. The executive imagined that meals at home could be prepared in a similar fashion, which would be a convenience for busy families as well as a solution to Swanson's surplus turkey problem.

The name "TV dinner" is often associated with the image of families enjoying the prepared meals while watching television. However, the name actually stems from the shape of the meal's tray. Usually, a TV dinner comes with a large main course, with side dishes in smaller compartments along one side. This arrangement looks similar to televisions of the time, which had a panel of dials on one side of the screen.

Although they are convenient to prepare, TV dinners are usually less healthy than freshly prepared meals: the freezing process degrades the taste of the food, and so extra fat and salt are added to compensate. Because of this, TV dinners are not as popular as they were several decades ago. But even those who cannot remember the last time they ate a TV dinner can still recall the image of the American family, pioneers of the modern world of convenience, dining from dinner trays and gathered around their television set.

1. What is the main idea of paragraph 1?
2. What is the main idea of paragraph 2?
3. What is the main idea of paragraph 3?
4. What is the main idea of paragraph 4?
5. What is the main idea of the whole passage?
6. Where does the name "TV dinner" come from?
7. What do TV dinners tell us about post-war American families?

PUT IT TOGETHER

Read the passage and answer the questions that follow:

My mother had been offered a great job in San Diego, and she assured me that the West Coast would be like a new world. I would have different friends, a different school, a different home. My mother and I had talked about the move a lot, and I could tell that she wasn't going to change her mind. She planned for us to see as much of the country as we could on our journey between Virginia and California. We would stay off of the interstates and freeways whenever possible, taking small-town roads across America. "This is the kind of trip," she said, "that you only make once in a lifetime."

At first, I had a hard time getting excited about the trip. My mother thought our move to a new state would be an adventure, but I had bigger plans. Even though I was still young, I had grand ideas of traveling to every corner of the globe, of seeing the crumbling temples of Greece, the sunburned pyramids of Egypt, the jungles of Brazil—places I had seen in magazines. If we had to move, I wanted to go someplace exotic. My mother, on the other hand, was convinced that I would enjoy our drive across the country. "Think of all the things we'll see along the way!" she said, trying to raise my spirits. I imagined we would see nothing more than the same forests and hills that I saw in Virginia. I thought everything in America looked the same, and I believed I would have to travel to far-off countries if I wanted to see something new.

However, when my mother started describing the sunflower fields of Kansas, the wide and murky stretch of the Mississippi River, and the rose-colored deserts of New Mexico, I couldn't wait to get in the car. She bought a travel guide and showed me the pictures of the different states, each one completely unique and distinct. I'd never imagined there was so much to see in the United States.

We stuffed as much as we could in the car, but there were things we had to leave behind: the television, the tables and chairs, the couch, and the refrigerator. I felt bad about leaving them, but by then I was more interested in the adventures ahead. As the time for our departure grew nearer, I became more and more eager to leave, while my mother spent more and more time alone on our porch, looking out at the

neighborhood where she had spent so many happy years.

We left on the summer solstice, the longest day of the year. We played games through Virginia and North Carolina, counting how many red cars we saw or trying to guess the names of the farms we passed. Perhaps my mother was trying to distract us both. When she was smiling and saying, "There's a bright new life waiting for us in California," she also meant there was a life that we were leaving in Virginia. When she turned up the radio, it wasn't because she liked the song that was playing; it was because she wanted to drown out the sound of the road passing beneath us, the sound of us getting farther away from our old home.

Over the next week and a half, I looked out the windows and saw visions of America I never could have imagined. There are so many different stories scattered across all that land. Every town and house and person has a history. Trying to imagine all of it is like trying to picture the size of the universe.

I wondered what my mother was feeling. Day after day, we sat together in the car, but her thoughts felt much farther away. I was beginning to understand that she carries thoughts and feeling that are all her own; she holds secrets and stories she may never tell. I realized that she is as individual and complicated as I am, as anyone is.

SAT Questions

1. At first, the narrator is not excited about the trip with her mother because
 - (A) she does not want to spend time with her mother
 - (B) she wants to stay at her home in Virginia
 - (C) she worries about how sad her mother will be to leave their home
 - (D) she believes that the trip will not be interesting
 - (E) she would rather read magazines

2. Which best characterizes the relationship between the second paragraph (lines 13-29) and the third paragraph (lines 30-37)?
 - (A) The second paragraph explains a point of view that changes in the third paragraph.
 - (B) The second paragraph describes how the trip might have succeeded, and the third paragraph describes how the trip failed.
 - (C) The third paragraph supports a claim that is presented in the second paragraph.
 - (D) The two paragraphs present the narrator's numerous experiences with traveling.
 - (E) The two paragraphs provide different explanations for why the narrator is excited about the trip across America.

3. In lines 61-73 ("Over the next... anyone is"), there is a shift in the narrator's focus from
 - (A) remembering her past in Virginia to anticipating her future in California.
 - (B) an analysis of herself to an understanding of American culture.
 - (C) amazement at the world around her to an appreciation of her mother beside her.
 - (D) excitement about what she might see to an appreciation of her past.
 - (E) noticing minor details to considering a larger view of the world.

ACT Questions

1. In the first two paragraphs, the narrator's mother can most accurately be characterized as:
 - A. optimistic and encouraging.
 - B. disappointed but caring.
 - C. quiet and withdrawn.
 - D. sad and regretful.

2. Which of the following statements most accurately expresses the narrator's mother's feelings while they are traveling across America?
 - F. She is worried that her daughter will be upset because they are leaving their home.
 - G. She is fascinated by all of the sights.
 - H. She is melancholy, but she tries to hide her emotions.
 - J. She is unfocused and distracted.

3. The main point of the last paragraph is that the narrator realizes:
 - A. America is more diverse and interesting than she had thought.
 - B. her mother is keeping a terrible secret from her.
 - C. her mother is more complex than she had thought.
 - D. all people are similar.

Purpose

When determining the purpose of a passage, consider the author who wrote it. Each part of a passage was written for a reason, and the author crafted the passage to communicate certain ideas, arguments, or emotions.

 The **purpose** of a passage is the reason why the author used it and what the author wanted the reader to know, think, or feel.

Consider what the author wanted to show and what impression the author wanted the passage to have on the reader.

When groups of people live together, massive amounts of waste are produced. Some of the waste, such as paper, food scraps, and other natural materials, is biodegradable. Biodegradable materials can break down in a short time, degrading into useful nutrients and resources. However, some waste materials, like plastics, are not biodegradable. These can remain in their original form in the environment for hundreds of years. Scientists are working to replace many of the non-biodegradable materials with biodegradable ones, such as plastics made from potato starch. Also, scientists have discovered a fungus from the Amazon that is capable of breaking down and consuming plastic. This research could dramatically reduce the amount of non-biodegradable waste. The amount of available space where waste can be deposited is diminishing rapidly. Earth may soon become little more than a garbage dump, unless even more imaginative methods of dealing with waste materials are developed in the near future.

Summary:

Large amounts of non-biodegradable materials add to the accumulating waste. Scientists are finding solutions to this problem, but it is important that we continue to search for more solutions.

Function:

To present the problem of waste disposal by explaining the concept of non-biodegradable waste and by describing potential scientific solutions.

Purpose:

To show readers that non-biodegradable waste is a problem and to warn readers that the problem will become much worse if we do not search for additional solutions.

 Purpose is similar to function, but purpose emphasizes an author's intent. While function is concerned with **how** an idea or message is constructed, purpose is concerned with **why** that idea or message is presented by the author.

TRY IT OUT

Consider and answer the questions as you read the passage:

When you come back to England from any foreign country, you have immediately the sensation of breathing a different air. Even in the first few minutes, dozens of small things conspire to give you this feeling. The beer is bitterer, the coins are heavier, the grass is greener, the advertisements are more blatant. The crowds in the big towns, with their mild knobby faces, their bad teeth and gentle manners, are different from a European crowd. Then the vastness of England swallows you up, and you lose for a while your feeling that the whole nation has a single identifiable character. Are there really such things as nations? Are we not forty-six million individuals, all different? And the diversity of it, the chaos! The clatter of clogs in the Lancashire mill towns, the to-and-fro of the lorries on the Great North Road, the queues outside the Labour Exchanges, the rattle of pin-tables in the Soho pubs, the old maids hiking to Holy Communion through the mists of the autumn morning—all these are not only fragments, but *characteristic* fragments, of the English scene. How can one make a pattern out of this muddle?

But talk to foreigners, read foreign books or newspapers, and you are brought back to the same thought. Yes, there *is* something distinctive and recognizable in English civilization. It is a culture as individual as that of Spain. It is somehow bound up with solid breakfasts and gloomy Sundays, smoky towns and winding roads, green fields and red pillar-boxes. It has a flavor of its own. Moreover it is continuous, it stretches into the future and the past, there is something in it that persists, as in a living creature. What can the England of 1940 have in common with the England of 1840? But then, what have you in common with the child of five whose photograph your mother keeps on the mantelpiece? Nothing, except that you happen to be the same person.

- ◀ 1. What is the purpose of these descriptions?
- ◀ 2. Why does the author ask these questions?
- ◀ 3. Why does the author use an exclamation point?
- ◀ 4. Why does the author italicize “characteristic”?
- ◀ 5. Why does the author speak to “you”?
6. What is the author’s purpose in writing this passage?

PUT IT TOGETHER

Read the passage and answer the questions that follow:

Prior to the 20th century, acquiring pearls was as incredibly dangerous as it was potentially profitable. Pearl divers had to descend to depths of more than 100 feet, without the aid of oxygen tanks or advanced swimming gear, to harvest pearl oysters living on the ocean floor. These oysters were carried to the surface, where their shells were pried open in the hope of finding a pearl. Divers often had to open hundreds of oysters to find a single pearl of good quality. Because the waters are so cold at such depths, pearl divers rubbed grease over their bodies to conserve heat. To protect their ears from the intense pressure, pearl divers stuffed their ears with greased cotton. Since they only had one breath of air to make the deep dive, they jumped off their boats with large stones to help them descend more rapidly. Pearl divers depended on a mix of experience and luck, and they faced the constant risk of drowning. There was also the threat of blacking out when returning to the surface, and the threat of ocean predators. The same knife that divers used to open the oysters was also used for defense. All of these dangers and difficulties only made pearls more valuable.

For many years, pearls were symbols of wealth. Pearls that came from rarer oysters, or from oysters that only lived in deep ocean habitats (such as the *Pinctada maxima*, a large pearl oyster that is famous for producing large, black pearls and could only be found in a few areas around Tahiti), were only affordable to the richest people in the world. The incredible value placed on pearls is most famously shown in the story of Cleopatra, the queen of Egypt. According to legend, Cleopatra had a bet with the Roman general, Marcus Antonius, that she could give the most expensive dinner in history. The Romans were well-known for their extravagant banquets, so Marcus Antonius accepted the bet. Cleopatra ground up one of her pearl earrings (famed to be “the largest in the whole of history” and worth more than an entire small nation), poured it into her wine, and drank it. She won the bet.

Over the past 100 years, the pearl market has changed significantly. Early in the 20th century, Japanese researchers discovered a method for reliably

creating high-quality pearls by inserting a piece of tissue from another oyster and a round bead made from a piece of clam shell into an oyster. The result: a perfectly round pearl. Before this development, pearls were only created when a natural irritant, such as a small parasite, entered the oyster, or when some of an oyster’s organ tissue was damaged. In order to contain the irritant or damaged tissue, the oyster surrounds it with layers of calcium carbonate and conchiolin, creating the hard, lustrous pearl. Natural pearls occur only rarely and are often oddly shaped. The discovery of how to artificially stimulate pearl production revolutionized the pearl industry. Modern pearls often come from farmed oysters that are implanted, monitored, and harvested with predictable, stable results. This removes much of the risk and chance out of finding pearls and has made pearls much more affordable. To this day, however, whether made naturally or with human intervention, pearls still impress and enchant with their simple beauty.

SAT Questions

- The primary purpose of this passage is to
 - examine the value of pearls throughout history
 - provide an analysis of the influence of different nations on the value of pearls
 - criticize the modern production of artificial pearls
 - illustrate the influence of pearls on historical figures and events
 - emphasize the difference between modern and historic cultures
- The author uses the description of Cleopatra's pearl (lines 39-41) primarily to
 - suggest that a view is invalid and deceitful
 - reference a doubtful assessment
 - characterize the language of a culture
 - emphasize the pearl's value
 - criticize the overvaluing of pearls
- The author compares the creation of natural pearls to the modern artificial pearl industry (lines 48-59) in order to
 - explain how the methods are similar
 - suggest that modern pearl-making is disrespectful to tradition
 - emphasize how much the process of acquiring pearls has changed
 - point out that both methods involve risks and chance
 - praise the advances of modern technology

ACT Questions

- The main purpose of the first paragraph (lines 1-25) is to:
 - explain the difficulty of acquiring pearls.
 - admire the determination and recklessness of pearl divers.
 - create sympathy for pearl divers.
 - connect the challenges of acquiring pearls to their incredible value.
- The main purpose of the account of Cleopatra and Marcus Antonius (lines 34-42) is to:
 - highlight the incredible value of pearls.
 - show how much history can be dependent on minor objects.
 - depict the tension between Egypt and Rome.
 - show that ancient civilizations didn't understand the value of rare gems.
- The author uses the description of the value of pearls (lines 58-66) to make the point that:
 - the price of pearls is not their only value.
 - the greatest value of pearls is from their rarity.
 - if anyone can afford pearls, they are no longer impressive.
 - the largest pearls have yet to be discovered.

Vocabulary List 1a

esoteric	understood only by a select few, mysterious
valid	founded on facts
biased	prejudiced, not neutral
prosaic	commonplace, uninspired, dull
steadfast	loyal, constant
intangible	not capable of being touched, abstract
pragmatic	practical
incoherent	unintelligible, unclear, confused
static	stationary, not moving
auspicious	favorable, positive

The journalist traveled to faraway lands and researched unusual cultures in order to discover **esoteric** customs and traditions.

Her colleagues had doubted her theories of the existence of black holes, but the scientist proved her theories were **valid** by finding irrefutable evidence.

Although Donald wanted to view both sides of the issue equally, his experiences made him hold onto his **biased** opinion.

In the hopes of increasing sales, the publisher is focusing on books that are less **prosaic** and more unique.

The theorist was **steadfast** in his views and refused to change his beliefs.

A company's brand is an **intangible** asset, much harder to assign a value to than physical assets like buildings or machines.

A rational and realistic person, Patty preferred to be **pragmatic** rather than to try new or unusual methods.

She did not know Spanish very well, so whenever she tried to speak the language she was **incoherent**.

The price of the new phone is likely to remain **static** until a new model is introduced, at which time the price will probably drop.

The discovery of solar power came at an **auspicious** time, when the world needed it most.

TRY IT OUT

For each definition below, find the matching vocabulary word from the list and think of synonyms and/or antonyms:

	Vocabulary Word	Synonyms	Antonyms
1. illogical, jumbled	_____	_____	_____
2. influenced, subjective	_____	_____	_____
3. legitimate, official	_____	_____	_____
4. obscure, enigmatic, secret	_____	_____	_____
5. ordinary, banal	_____	_____	_____
6. promising, fortunate	_____	_____	_____
7. realistic, sensible	_____	_____	_____
8. resolute, committed	_____	_____	_____
9. unchanging, motionless	_____	_____	_____
10. not concrete, nonphysical	_____	_____	_____

Complete each of the following sentences by inserting one of the vocabulary list words:

11. The software company’s core value is to provide _____ and realistic solutions, rather than the unreasonable services offered by their competitors.
12. The speaker was clearly losing the interest of the audience, who found his speech _____ and muddled.
13. Clyde was not familiar with the subject of the report because the research was based on such _____ information that only experts would understand it.
14. Based on new research and discoveries, the scientists were able to prove that their theory about subatomic particles was _____ and accurate.
15. The teacher seemed _____ because she was not able to consider any view other than her own.
16. After a unique and exciting first novel, Susan’s second novel was disappointingly _____.
17. Although people tried to change Bob’s stubborn opinions about the war, he remained _____.
18. The things we find most valuable are often _____ and cannot be bought at any store.
19. The gridlock in Congress has prevented any progress, so the legislative process has remained _____.
20. The relay team’s training was not _____, because one of the best runners fell and was injured.

Vocabulary Quiz 1

PUT IT TOGETHER

Choose the word that, when inserted in the sentence, best fits the meaning of the sentence as a whole:

- The game was interesting at first, but by the end it seemed ----- because it required repeating the same actions over and over.
(A) monotonous
(B) esoteric
(C) intangible
(D) stringent
(E) biased
- Farmers need rain to sustain their crops, but a season of constant, ----- rain can be detrimental to crop growth.
(A) conventional
(B) sporadic
(C) prosaic
(D) incessant
(E) tentative
- The mosquito's bite is usually not harmful; however, the saliva of the mosquito can carry yellow fever and other ----- diseases.
(A) vehement
(B) haphazard
(C) virulent
(D) tedious
(E) morose
- Many of the students found the author's writing to be ----- and would have preferred to read something more clear and straightforward.
(A) terse
(B) prolific
(C) incoherent
(D) contentious
(E) monotonous
- Although Raymond Carver is known for his sparse and straightforward prose, his original drafts were ----- and had to be trimmed down by his editor.
(A) verbose
(B) static
(C) tedious
(D) terse
(E) satirical
- In modern times, it seems ----- that many of the rebels who fought for human rights in the American Revolution were supporters of slavery.
(A) indifferent
(B) gullible
(C) cryptic
(D) hypocritical
(E) taciturn

7. At first the attendees were -----, but as they spent more time with each other they began to feel more sociable and talkative.
- (A) steadfast
 - (B) taciturn
 - (C) incessant
 - (D) pragmatic
 - (E) amiable
8. Even though the efforts of the rebel faction have been praised by locals, the uprising is -----, and its failure will eventually have to be accepted.
- (A) futile
 - (B) relevant
 - (C) valid
 - (D) pedestrian
 - (E) reprehensible
9. Not certain of which degree he wanted to pursue, the college student ----- began taking classes in biology, history, and mathematics.
- (A) subtly
 - (B) vehemently
 - (C) stoically
 - (D) auspiciously
 - (E) tentatively
10. An opponent of government policies that he deems idealistic and impractical, the state legislator suggested more ----- solutions.
- (A) incoherent
 - (B) reclusive
 - (C) vulnerable
 - (D) static
 - (E) pragmatic

SAMPLE