

Lesson 2 - Verbal



OVERVIEW OF QUESTIONS FROM THE CRAFT AND STRUCTURE DOMAIN

- The *Craft and Structure* domain accounts for approximately 28% of the verbal points.
- That's 13 to 15 questions.

CRAFT AND STRUCTURE DOMAIN – QUESTION TYPES

The *Craft and Structure* domain has three question types:

1. Words in Context Questions (Vocabulary)
2. Text Structure and Purpose Questions
3. Cross-Text Connections Questions

1. Words in Context Questions (Vocabulary Questions) (Page 132)

Words in Context questions ask you to fill in a blank with the proper word or to define an underlined word in the passage. These questions are really just vocabulary drills.

1. Visual artist Gabriela Alemán states that the bold colors of comics, pop art, and Latinx culture have always fascinated her. This passion for the rich history and colors of her Latinx community translates into the _____ artworks she produces.

Which choice completes the text with the most logical and precise word or phrase?

- A) unknown
- B) reserved
- C) definite
- D) vivid

Vocabulary – Continued

2. Economist Marco Castillo and colleagues showed that nuisance costs—the time and effort people must spend to make donations—reduce charitable giving. Charities can mitigate this effect by compensating donors for nuisance costs, but those costs, though variable, are largely _____ donation size, so charities that compensate donors will likely favor attracting a few large donors over many small donors.

Which choice completes the text with the most logical and precise word or phrase?

- A) predictive of
- B) subsumed in
- C) independent of
- D) supplemental to

3. The following text is from Booth Tarkington’s 1921 novel *Alice Adams*.

Mrs. Adams had always been fond of vases, she said, and every year her husband's Christmas present to her was a vase of one sort or another—whatever the clerk showed him, marked at about twelve or fourteen dollars.

As used in the text, what does the word "marked" most nearly mean?

- A) Stained
- B) Staged
- C) Watched
- D) Priced

2. Text Structure Questions (Page 136)

4. In 1973, poet Miguel Algarín started inviting other writers who, like him, were Nuyorican—a term for New Yorkers of Puerto Rican heritage—to gather in his apartment to present their work. The gatherings were so well attended that Algarín soon had to rent space in a cafe to accommodate them. Thus, the Nuyorican Poets Cafe was born. Moving to a permanent location in 1981, the Nuyorican Poets Cafe expanded its original scope beyond the written word, hosting art exhibitions and musical performances as well. Half a century since its inception, it continues to foster emerging Nuyorican talent.

Which choice best describes the overall purpose of the text?

- A) To explain what motivated Algarín to found the Nuyorican Poets Cafe
- B) To situate the Nuyorican Poets Cafe within the cultural life of New York as a whole
- C) To discuss why the Nuyorican Poets Cafe expanded its scope to include art and music
- D) To provide an overview of the founding and mission of the Nuyorican Poets Cafe

5. Many films from the early 1900s have been lost. These losses include several films by the first wave of Black women filmmakers. We know about these lost movies only from small pieces of evidence. For example, an advertisement for Jennie Louise Touissant Welcome's documentary *Doing Their Bit* still exists. There's a reference in a magazine to Tressie Souders's film *A Woman's Error*. And Maria P. Williams's *The Flames of Wrath* is mentioned in a letter and a newspaper article, and one image from the movie was discovered in the 1990s.

Which choice best describes the overall structure of the text?

- A) The text discusses several notable individuals, then explains commonly overlooked differences between those individuals.
- B) The text describes a general situation, then illustrates that situation with specific examples.
- C) The text identifies a complex problem, then presents examples of unsuccessful attempts to solve that problem.
- D) The text summarizes a debate among researchers, then gives reasons for supporting one side in that debate.

6. (1) Horizontal gene transfer occurs when an organism of one species acquires genetic material from an organism of another species through nonreproductive means. (2) The genetic material can then be transferred "vertically" in the second species—that is, through reproductive inheritance. (3) Scientist Atma Ivancevic and her team have hypothesized infection by invertebrate parasites as a mechanism of horizontal gene transfer between vertebrate species: (4) while feeding, a parasite could acquire a gene from one host, then relocate to a host from a different vertebrate species and transfer the gene to it in turn.

Which choice best describes the function of the underlined portion in the text as a whole?

- A) It explains why parasites are less susceptible to horizontal gene transfer than their hosts are.
- B) It clarifies why some genes are more likely to be transferred horizontally than others are.
- C) It contrasts how horizontal gene transfer occurs among vertebrates with how it occurs among invertebrates.
- D) It describes a means by which horizontal gene transfer might occur among vertebrates.

3. Cross-Text Connections Questions (Page 141)

7. Text 1

Today the starchy root cassava is found in many dishes across West Africa, but its rise to popularity was slow. Portuguese traders brought cassava from Brazil to the West African coast in the 1500s. But at this time, people living in the capitals further inland had little contact with coastal communities. Thus, cassava remained relatively unknown to most of the region's inhabitants until the 1800s.

Text 2

Cassava's slow adoption into the diet of West Africans is mainly due to the nature of the crop itself. If not cooked properly, cassava can be toxic. Knowledge of how to properly prepare cassava needed to spread before the food could grow in popularity. The arrival of formerly enslaved people from Brazil in the 1800s, who brought their knowledge of cassava and its preparation with them, thus directly fueled the spread of this crop.

Based on the texts, the author of Text 1 and the author of Text 2 would most likely agree with which statement?

- A) The climate of the West African coast in the 1500s prevented cassava's spread in the region.
- B) Several of the most commonly grown crops in West Africa are originally from Brazil.
- C) The most commonly used methods to cook cassava today date to the 1500s.
- D) Cassava did not become a significant crop in West Africa until long after it was first introduced

8. Text 1

Although food writing is one of the most widely read genres in the United States, literary scholars have long neglected it. And within this genre, cookbooks attract the least scholarly attention of all, regardless of how well written they may be. This is especially true of works dedicated to regional US cuisines, whose complexity and historical significance are often overlooked.

Text 2

With her 1976 cookbook *The Taste of Country Cooking*, Edna Lewis popularized the refined Southern cooking she had grown up with in Freetown, an all-Black community in Virginia. She also set a new standard for cookbook writing: the recipes and memoir passages interspersing them are written in prose more elegant than that of most novels. Yet despite its inarguable value as a piece of writing, Lewis's masterpiece has received almost no attention from literary scholars.

Based on the two texts, how would the author of Text 1 most likely regard the situation presented in the underlined sentence in Text 2?

- A) As typical, because scholars are dismissive of literary works that achieve popularity with the general public
- B) As unsurprising, because scholars tend to overlook the literary value of food writing in general and of regional cookbooks in particular
- C) As justifiable, because Lewis incorporated memoir into *The Taste of Country Cooking*, thus undermining its status as a cookbook
- D) As inevitable, because *The Taste of Country Cooking* was marketed to readers of food writing and not to readers of other genres

9. Text 1

Despite its beautiful prose, *The Guns of August*, Barbara Tuchman's 1962 analysis of the start of World War I, has certain weaknesses as a work of history. It fails to address events in Eastern Europe just before the outbreak of hostilities, thereby giving the impression that Germany was the war's principal instigator. Had Tuchman consulted secondary works available to her by scholars such as Luigi Albertini, she would not have neglected the influence of events in Eastern Europe on Germany's actions.

Text 2

Barbara Tuchman's *The Guns of August* is an engrossing if dated introduction to World War I. Tuchman's analysis of primary documents is laudable, but her main thesis that European powers committed themselves to a catastrophic outcome by refusing to deviate from military plans developed prior to the conflict is implausibly reductive.

Which choice best describes a difference in how the authors of Text 1 and Text 2 view Barbara Tuchman's *The Guns of August*?

- A) The author of Text 1 believes that the scope of Tuchman's research led her to an incorrect interpretation, while the author of Text 2 believes that Tuchman's central argument is overly simplistic.
- B) The author of Text 1 argues that Tuchman should have relied more on the work of other historians, while the author of Text 2 implies that Tuchman's most interesting claims result from her original research.
- C) The author of Text 1 asserts that the writing style of *The Guns of August* makes it worthwhile to read despite any perceived deficiency in Tuchman's research, while the author of Text 2 focuses exclusively on the weakness of Tuchman's interpretation of events.
- D) The author of Text 1 claims that Tuchman would agree that World War I was largely due to events in Eastern Europe, while the author of Text 2 maintains that Tuchman would say that Eastern European leaders were not committed to military plans in the same way that other leaders were.

ANSWERS

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|------|------|
| 1. D | 6. D |
| 2. C | 7. D |
| 3. D | 8. B |
| 4. D | 9. A |
| 5. B | |

Answer explanations can be found in the [Digital SAT Study Guide](#) on pages 131 to 147.