

14. **(A)** The author says, “Cold and poverty and storm are the nurses of the qualities which make for empire.” Clearly, he means that hardships fostered these characteristics in the Boers. The author explains: “It . . . climate” (lines 64–67).
15. **(C)** Context tells us that scientists were having difficulty conducting their studies of the deep structure of the Hawaiian Islands. The text includes such words and phrases as “hampered,” “limited,” and “not provide sufficient coverage.” These words denote negative outcomes. The focus is that “the location . . . hampered past efforts to its deep structure.” The word “resolve” implies dealing with difficulties, and one of the synonyms of “to resolve” is “to determine,” making (C) the logical choice.
16. **(B)** The author describes how as a child he came to realize that black people are treated differently than white people and are not accepted by them.
17. **(C)** The author says, “The Negro is . . . gifted with second-sight in this American world,—a world which . . . only lets him see himself through the revelation of the other world.”
18. **(C)** The word “striving” implies a goal (an end). What is the writer striving for? “To be a co-worker . . . , to escape . . . , to husband and use. . . .”
19. **(D)** Logically, an employer will go to extreme measures to keep an employee who has “Ability in the abstract,” meaning one who has knowledge and skill and who instinctively knows how to apply that knowledge and that skill to bring the employer “a lot of money.” Chastening and criticism will not make a valuable employee want to remain. Encouragement is a positive; however, “humoring” is the correct choice because to humor is to attempt to please and indulge someone by complying with what the person wants, whether his or her wishes are reasonable or not,—in this case, for the purpose of encouraging the water-clerk to stay.

20. (C) In context, “naive” means “uninformed,” someone who is intelligent but ignorant concerning a particular subject.
21. (A) A “sage” is a “wise person,” and “untutored” means “lacking formal education.”
22. (C) The author quotes her father to illustrate the fact that in the past, men “viewed the world . . . of artistic creation—as a world of males.” She says she doesn’t believe her father was a misogynist (a man who hates women) but that he and other men in the past didn’t “really see women.” In context, therefore, “see women” means “take women seriously.” Clues to the meaning are “blind spot” and “invisibility.”
23. (C) “High prices” relate to having a cost (a required payment); a gain in one area results in the loss in another (a cost).
24. (C) The author says, “They were . . . willing to take all risks . . . in a struggle whose course was just though its issue was dubious.” It makes sense that the word “issue” means “outcome” here because a struggle results in an outcome.
25. (D) First, “profitable office” contrasts with “uncertain pay.” “Sure preferment” contrasts with “certain peril.” Next, add to these contrasts the pivotal conjunction “for,” which can mean “in place of” or “instead of.” Finally, look in the answer choices for the verb that supports the idea of giving up “profitable office and sure preferment” (the one side of the contrast) for “uncertain pay, and certain peril” (the other side of the contrast). By definition, “forfeited” can mean “to lose or give up.”

*Ex post facto means “after the fact.”

Structure and Purpose

What should you remember for Structure and Purpose questions on the SAT?

You can remember it this way:

Structure = Purpose

The structure, or how a passage or text is written, helps a reader determine the reason the author wrote the text.

What should you look for?

Keep alert for sequence patterns (such as chronological order) and the use of organizational principles (such as cause and effect relationships). Once you figure out the sequence and organization, you will realize the purpose—the reason behind what is written, a statement of why the author wrote the text.

Practice

Each question has one or more passages. Carefully read each passage and question, and choose the best answer to the question based on the passage(s).

1. This passage is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

In an exchange of views not long ago in *The New York Review of Books*, Joseph Alsop and David Joravsky set forth the by now familiar argument on both sides of the debate about the “ethics” of the bomb. It’s not hard to guess which side each chose once you know that Alsop experienced capture by the Japanese at Hong Kong early in 1942, while Joravsky came into no deadly contact with the Japanese: a young, combat-innocent soldier, he was on his way to the Pacific when the war ended. The editors of *The New York Review* gave the debate the tendentious title “Was the Hiroshima Bomb Necessary?” surely an unanswerable question (unlike “Was It Effective?”) and one

precisely indicating the intellectual difficulties involved in imposing
*ex post facto a rational and even a genteel ethics on this event.

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

- (A) It demonstrates that Americans are still so deeply divided about this event that no definitive answer can yet be given.
- (B) It suggests that the wording of the question is unfair and rhetorically leans toward Joravsky's position on the issue.
- (C) It underscores that ethical issues can never be conclusively decided.
- (D) It implies that questions about the past are meaningless because the past remains the past no matter what is decided about it in retrospect.

2. This passage is from Paul Fussell, "Hiroshima: A Soldier's View," copyright © 1981 by *The New Republic*.

U.S. government was engaged not in that sort of momentous thing but in ending the war conclusively, as well as irrationally remembering Pearl Harbor with a vengeance. It didn't know then what everyone knows now about leukemia and various kinds of carcinoma and birth defects. Truman was not being sly or coy when he insisted that the bomb was "only another weapon." History, as Eliot's "Gerontion" notes,

. . . has many cunning passages, contrived corridors

And issues, deceives with whispering ambitions,

Guides us by vanities . . .

Think

Neither fear nor courage saves us. Unnatural vices

Are fathered by our heroism. Virtues

Are forced upon us by our impudent crimes.

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

- (A) It reminds historians that to understand an event in the past, they must imagine that they are ignorant of what the consequences of the event were.
- (B) It makes the point that a heroic action might result in evil and a cowardly action might result in good.
- (C) It encourages the reader to investigate what great poets have written about both the heroism war inspires and the horrors it entails.
- (D) It reinforces the point that the consequences of an action (for good or ill) are not known by those who decide to take the actions at the time of their decision.

3. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

Still, the term [prose poem] leads us to expect a combination of and tension between prose and poetic elements. Unfortunately, these expectations aren’t always met. Examples abound. Here are two excerpts from “Doubt,” by Fanny Howe, which appeared in *The Best American Poetry: 2001*, edited by David Lehman and Robert Hass, both long associated with writing programs:

Virginia Woolf committed suicide in 1941 when the German bombing campaign against England was at its peak and when she was reading Freud whom she had staved off until then.

Edith Stein, recently and controversially beatified by the Pope, who had successfully worked to transform an existential vocabulary into a theological one, was taken to Auschwitz in August 1942.

Which choice best describes the overall structure of the text?

- (A) It provides examples to support the author’s contention that many prose poems do not successfully combine prose elements and poetic elements.

- (B) It provides support for the view that prose poetry is a legitimate genre.
- (C) It textually demonstrates that prose poems can make effective use of traditional poetic devices.
- (D) It demonstrates that prose poems are uniquely suited for literary criticism because they combine the analytic precision of prose with the intuitive insight of poetry.

4. This passage is from Paul Fussell, “Hiroshima: A Soldier’s View,” copyright © 1981 by *The New Republic*.

And in explanation of “the two bombs,” Alsop adds: “The true, climactic, and successful effort of the Japanese peace advocates . . . did not begin in deadly earnest until *after* the second bomb had destroyed Nagasaki. The Nagasaki bomb was thus the trigger to all the developments that led to peace.”

Which choice best states the main purpose of the italicized word in the text?

- (A) It underscores that time was not on the side of the Allied forces at the time the bombs were dropped.
- (B) It connects the efforts of the peace advocates to those who were supporting the use of a second bomb.
- (C) It argues that the second bomb was not necessary because the peace efforts had already begun.
- (D) It emphasizes the significance of sequence to the outcome; consequently, it supports the idea that the second bomb was necessary for peace.

5. This passage is from David Alpaugh, “The Professionalization of Poetry,” in *Heavy Lifting*, copyright © 2007 by Alehouse Press.

Most obvious is the “prosaification” of poetry—the publication of flat, pedestrian prose with the assurance, explicit or implied, that it is the real thing. The notion that lineation is a magic wand that can turn prose into poetry has been uncritically accepted by too many literary

editors. So many poets publish lineated prose today that it would be unfair to single out one or two.

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

- (A) It defines “prosification” in a way that commends it to the reader.
- (B) It demonstrates the major feature of “prosification.”
- (C) It serves to define “prosification” by pointing out its major contradictory element.
- (D) It analyzes “prosification” in terms of form and structure.

6. This passage is from S. Jeffress Williams, Kurt Dodd, and Kathleen Krafft Gohn, “Coasts in Crisis, Coastal Change,” *U.S. Geological Survey Circular 1075*, 1990.

Coastal lands and sediments are constantly in motion. Breaking waves move sand along the coast, eroding sand in one area and depositing it on an adjacent beach. Tidal cycles bring sand onto the beach and carry it back into the surf. Rivers carry sediment to the coast and build deltas into the open water. Storms cause deep erosion in one area and leave thick overwash deposits in another. Plants retain sediment in wetlands and impede movement of coastal dunes. Natural processes that change the water level also affect coastal dynamics. Taken individually, each natural process of coastal transport is complex; taken collectively, they create an intricate system that attempts to achieve a dynamic balance.

What is the main purpose of the text?

- (A) It discusses the natural processes of the coastal transport system to demonstrate that they are individually complex and to suggest that the system they collectively create is intricate.
- (B) It presents a chronological sequence of tidal effects.
- (C) It dynamically balances the effects of coastal tides against the larger system they collectively create.
- (D) It provides evidence of the sedentary nature of the coastal transport system, implying that ships would be at the mercy of

such an intricate system.

7. This passage is from Dai Sijie, *Balzac and the Little Chinese Seamstress*, copyright © 2001 by Alfred A. Knopf (English translation copyright © 2001 by Ina Rilke).

“What you are about to hear, comrade, is a Mozart sonata,” Luo announced, as coolly as before.

I was dumbfounded. Had he gone mad? All music by Mozart or indeed by any other Western composer had been banned years ago. In my sodden shoes my feet turned to ice. I shivered as the cold tightened its grip on me.

“What’s a sonata?” the headman asked warily.

“I don’t know,” I faltered. “It’s Western.”

“Is it a song?”

“More or less,” I replied evasively.

At that instant the glint of the vigilant Communist reappeared in the headman’s eyes, and his voice turned hostile.

“What’s the name of this song of yours?”

“Well, it’s like a song, but actually it’s a sonata.”

“I’m asking you what it’s called!” he snapped, fixing me with his gaze.

“Mozart . . .” I muttered.

“Mozart what?”

“Mozart Is Thinking of Chairman Mao,” Luo broke in.

The audacity! But it worked: as if he had heard something miraculous, the headman’s menacing look softened. He crinkled up his eyes in a wide, beatific smile.

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

- (A) It establishes a point of contrast in the narrative that leads to character development.
- (B) It provides a point of climax to the narrative.
- (C) It creates the dramatic setting against which the narrative can continue.
- (D) It introduces a new relationship to the narrative.

8. This passage is from Irving Kristol, *Reflections of a Neoconservative*, copyright © 1983 by Irving Kristol.

“Scientific” socialism promised to remove the conflict between actual and potentially ideal human nature by creating an economy of such abundance that appetite as a social force would, as it were, wither away. Behind this promise, of course, was the profound belief that modern science—including the social sciences, and especially including scientific economics—would gradually but ineluctably provide humanity with modes of control over nature (and human nature, too) that would permit the modern world radically to transcend all those limitations of the human condition previously taken to be “natural.” The trouble with implementing this belief, however, was that the majority of men and women were no more capable of comprehending a “science of society” than they were of practicing austere self-denial. A socialist elite, therefore, was indispensable to mobilize the masses for their own ultimate self-transformation.

Which choice best states the main purpose of the text?

- (A) It summarizes the conflict inherent within human nature and how modern science can provide a cure.
- (B) It compares the elite classes with the majority of men and women within a “science of society.”
- (C) It explains why an “elite” group would be indispensable to the realization of a scientific socialist society.
- (D) It links the socialist elite to the limitations of the human condition that most consider to be “natural.”

9. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

What are zoonoses? The common dictionary definition in scientific journals and media coverage of zoonotic disease conveys the limited concept of infectious disease transmissible from animals to humans. However, that perspective is inadequate. Zoonotic disease is multidimensional and ecologically complex, as are many of the pathogens involved. . . . Here, it is sufficient to recognize that zoonoses are infectious diseases transmissible between vertebrate animals and humans and vice versa.

Which choice best states the function of the underlined sentence in the text as a whole?

- (A) It sets the tone for the selection.
- (B) It introduces the subject of the sentences that follow.
- (C) It questions the validity of the definitions currently in place.
- (D) It suggests that the definition is not easily deduced from the available scientific journals and media coverage.
10. This passage is from Milton Friend, “Why Bother About Wildlife Disease?” from *U.S. Geological Survey Circular 1401*, 2014.

Threats from EIDs [Emerging Infectious Diseases] are unlikely to decrease, because the ever-changing relations between humans and the environment are a major factor driving disease emergence. The separation between the relevance of zoonoses to wildlife management and conservation and to public health issues has rigidly existed in the past but has been greatly eroded by the current wave of EIDs, many of which are zoonoses. Further, the great costs of zoonoses for society demand that these diseases be aggressively dealt with. For example, of the 868 zoonoses identified at the start of the 21st century, a review of 56 of them revealed approximately 2.5 billion cases of human illness and 2.7 million human deaths worldwide per year.

What is the main purpose of the text?

- (A) It argues that zoonoses are real and dangerous.