

美国名校入学考试指导系列

2016

NEW SAT

EVIDENCE-BASED READING

新

SAT

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张喆森 刘星洋◎编著



清华大学出版社

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# 新SAT Evidence-Based Reading

New SAT: Evidence-Based Reading

张喆森 刘星洋 编著

清华大学出版社

北 京

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# 美国名校入学考试指导系列

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SAT 是 1901 年以来美国普遍采用的大学入学考试,也是国际学生申请美国本科必须参加的考试之一。经过多年不断地修改和完善,目前的 SAT 版本不仅测试考生的知识水平,而且注重考查他们运用知识和独立思考的能力。

考生要在 SAT 考试中取得高分并不容易,对母语不是英语的中国学生来说尤其如此,所以平时持之以恒的努力和考前全力以赴的冲刺都是必要的。为了考生平时练习有提高,考前突击有目标,我们特意编写了美国名校入学考试指导系列。

在编写过程中,常春藤 100 教育的资深顾问团队将其多年丰富的入学申请成就和咨询经验进行了总结,同时,SAT 教学专家仔细研究了历年的 SAT 考题,并收集了大量美国历史、文化、新闻及教育方面的素材,以求我们的这套丛书更贴近真题,更有指导性、针对性和时代性。

这套系列丛书包括:

新 SAT 全真模拟试题集

新 SAT: Evidence-Based Reading

新 SAT: Writing and Language

新 SAT 词汇及练习

新 SAT 数学解析

新 SAT 数学练习集

新 SAT 作文:分析与写作技巧

美国顶尖名校申请成功案例解析(本科)

美国名校申请成功范文集(本科)

美国名校面面观

其内容包揽了常春藤 100 教育 10 年来对美国著名大学录取标准的分析,东西方教育体制的比较,以及帮助指导考生成功进入美国名校的经验和个案。在英语和数学方面,这套书从词汇、语法、阅读、写作,到几何、代数、统计、概率以及基础数论的计算和分析都做了详尽的解释和深刻的剖析,并给予学习方法上的指导和考试技巧上的提示。此外,该丛书还有大量由常春藤 100 教育 SAT 专家撰写的相关练习和仿真考题。

在使用这套丛书的过程中,考生对 SAT 会从知之甚少到驾轻就熟,从茫然不知所措到从容应对。这个过程帮助他们丰富科学知识,接触美国文化,提高英语技能,熟悉考试模式,充分认识自我,增强应试能力。

从准备参加 SAT 考试,到如愿以偿进入理想的美国大学,是一个短至数月、长至几年的过程。这个过程犹如在崎岖不平的小道上攀登,是对毅力的磨练和恒心的考验。对正处于个性形成期的中学生而言,这个过程对他们将来人生的轨迹和成功有着重要的作用。SAT 是一项有相当难度的考试,考生在准备考试的过程中,需要有坚强的毅力克服重重困难,持久的恒心面对种种挑战。从这个意义上来说,准备 SAT 考试就是为锲而不舍、勇往直前的人生铺路,以达到自信自强的目的。

参加 SAT 考试,进入理想的美国大学,需要考生的勤奋和努力,也需要家长的支持和培育。家长希望孩子受到良好的教育,更希望孩子敢于面对挫折,经得住生活的考验,有百折不挠的精神。当孩子复习考试遇到困难时,理解与帮助会给孩子温暖;鼓励和鞭策会给孩子动力。敢于参加 SAT 考试并为之付出努力本身就是积极向上的态度和行动。不管结果如何,仅在这个过程中,孩子会逐渐积累知识,培养毅力。这是不可多得的经历,是现代教育的理念,也是考生家长的期盼。SAT 寄托着家长的希望,孕育着考生的成功!

常春藤 100 教育资深教育规划专家

魏健博士

2015 年 10 月于温哥华

本书是美国名校入学考试指导系列之一,侧重 SAT 考试阅读部分的讲解和训练。常春藤 100 教育资深英语编写组根据多年 SAT 培训的经验,精心挑选了符合新版 SAT 阅读要求同时又具有代表性的文章供备考的同学们练习。每篇文章侧重新 SAT 常见的题型和新题型,具有很强的针对性。

本书完全为 2016 年面世的新版 SAT 阅读考试量身定制,重点体现了新 SAT 阅读中的三大改革:word in context, evidence-based reading 和 founding document & global conversation。不同于旧 SAT 阅读中 sentence completion 部分对于单词定义的直接考察;新版 SAT 将会考察学生对于单词在文中意思的理解,需要学生能够通过文章的上下文语境推测出单词的定义。其次, evidence-based reading 是另外一项 SAT 的重大改革,需要考生们能够在选择正确阅读答案的同时,准确找到其在文章中的 evidence 使其成立。考生们不仅要理解答案的推理模式,更要能从诸多 evidence 中选择最有说服力的一项,可谓大大提高了阅读的难度和深度。最后,新 SAT 阅读考试将会在阅读文章中选取一篇 U. S. founding documents (美国建国文献)或者 global conversations (环球热点)。这类文章包括独立宣言、人权宣言、葛底斯堡演讲以及甘地、马丁·路德金、杰佛逊等著名历史人物的文章。文章的题材往往涉及历史、政治、平等、人权等话题,语言更是晦涩难懂,对于不熟悉美国历史的国内学生来说,更是难上加难,所以我们在这本书里对这一部分做了细致的研究及深刻的讲解,希望对同学们有所帮助。

本书是目前市面上第一本针对新 SAT 阅读的考试用书,旨在让同学早日明白新 SAT 阅读考试的特点,有针对性地进行复习,同时不再畏惧新 SAT 考试。我们希望在正确使用完本书后,能够在新 SAT 阅读考试中取得好成绩。在此,预祝同学们都能够早日拿到美国名校的录取通知书。

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## Chapter 1

# New SAT Reading Section

The rationale behind the redesigned SAT test is to prepare students for success in post-secondary education. The new SAT reading test is designed to be a better indicator of students' comprehension and reasoning skills required for college entry courses. We will dissect the reading section by first discussing some of the major changes made in the redesigned SAT.

### I. Major Changes

Category	Current SAT	Redesigned SAT
Total Questions	67 questions	52 questions
Time Allotted	70 minutes	65 minutes

(continued)

Category	Current SAT	Redesigned SAT
Passages and Word Count	Two 25-minute sections and one 20-minute section; passages range from 100 to about 850 words	Four single passages and one pair set; 500—750 words per passage or paired set; 3 250 words in total
Answer Choices	5 answer choices	4 answer choices
Components	<ul style="list-style-type: none"> <li>• Passage-based reading</li> <li>• Sentence completions</li> </ul>	<ul style="list-style-type: none"> <li>• Evidenced-based reading test</li> <li>• Evidenced-based writing and language test</li> </ul>
Vocabulary	12—16 questions Emphasis on vocabulary itself, often in limited contexts	10 questions Emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact

## II. Passage Contents

Knowledge Domain	Number of Passages and Questions	Percentage
U. S. and World Literature	1 passage; 10 questions	20%
History / Social Studies	2 passages, or 1 passage and 1 pair; 10—11 questions each	40%
Science	2 passages, or 1 passage and 1 pair; 10—11 questions each	40%

### III. SAT Reading Domain

(Table reproduced based on the Test Specifications for the Redesigned SAT from College Board)

Content Dimension	Task Description
Text complexity	The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9—10 to postsecondary entry
Information and ideas	These questions focus on the informational content of text
Reading closely	These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text
Determining explicit meanings	The student will identify information and ideas explicitly stated in text
Determining implicit meanings	The student will draw reasonable inferences and logical conclusions from text
Using analogical reasoning	The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation
Citing textual evidence	The student will cite the textual evidence that best supports a given claim or point
Determining central ideas and themes	The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text
Summarizing	The student will identify a reasonable summary of a text or of key information and ideas in text

(continued)

Content Dimension	Task Description
Understanding relationships	The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas ( e. g. , cause-effect, comparison-contrast, sequence )
Interpreting words and phrases in context	The student will determine the meaning of words and phrases in context
Rhetoric	These questions focus on the rhetorical analysis of text
Analyzing word choice	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text
Analyzing text structure	These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text
Analyzing overall text structure	The student will describe the overall structure of a text
Analyzing part-whole relationships	The student will analyze the relationship between a particular part of a text ( e. g. , a sentence ) and the whole text
Analyzing point of view	The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style
Analyzing purpose	The student will determine the main or most likely purpose of a text or of a particular part of a text ( typically, one or more paragraphs )
Analyzing arguments	These questions focus on analyzing arguments for their content and structure

(continued)

Content Dimension	Task Description
Analyzing claims and counterclaims	The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text
Assessing reasoning	The student will assess an author's reasoning for soundness
Analyzing evidence	The student will assess how an author uses or fails to use evidence to support a claim or counterclaim
Synthesis	These questions focus on synthesizing multiple sources of information
Analyzing multiple texts	The student will synthesize information and ideas from paired texts (Note: All of the skills listed above may be tested with either single or paired passages)
Analyzing quantitative information	The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text

## IV. Key Features

The redesigned SAT reading test emphasizes on four key features:

1. Words in extended context and word choice for rhetorical purposes;
2. Command of evidence in support of conclusions and inferences;
3. Inclusion of graphics for information interpretation;
4. Text complexity range from grades 9 to postsecondary entry.

## *Words in Context*

Different from the current SAT reading test, the word in context questions are not testing vocabulary, but focus on the rhetorical purposes of the words in extended contexts. The following passage excerpt and the two sample questions demonstrate the difference between the word in context questions in the current SAT and in the redesigned SAT.

The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up **bloated** beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.

Richard Florida, *The Great Reset*, 2011

1. As used in line 3, “bloated” mostly nearly means:
  - A. swollen
  - B. outrageous
  - C. pampered
  - D. expanded
  - E. limited

This is an example of word in context question in the current SAT reading test. The best answer is choice D. To answer this question, students need to know the meaning of the asked word as well as those of the words in the answer choices. The purpose of the question is to test how accurately students can interpret the meaning of a word in context

while choosing among words that are given to test students' vocabulary.

2. As used in line 1, "intense" most nearly means:

- A. emotional
- B. concentrated
- C. brilliant
- D. determined

This is an example of word in context question in the redesigned SAT reading test. The best answer is B. The word "intense" is neither obscure nor specific to any domain but a high utility word. The purpose of the question is to evaluate students' understanding of the word based on contextual clues.

### *Command of Evidence*

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When doing the SAT reading test, students are not only required to comprehend information and ideas, but also tested for drawing reasonable conclusions and inferences based on supporting evidences in the passage. The following passage excerpt and the sample questions illustrate command of evidence.

Sleep-deprived people are known to have stronger reactions to negative experiences, but some patients with depression seem to perk up with lack of sleep. To resolve this paradox, Matthew Walker at the University of California, Berkeley, and his team used functional magnetic resonance imaging to scan the brains of 14 people who hadn't slept for about 36 hours while presenting them with emotionally neutral and pleasant-looking images. The volunteers rated a greater proportion of the images as



“pleasant” than did people who had maintained a normal sleep routine. The sleep-deprived individuals also showed increased activation in brain regions that mediate reward-driven behavior, as well as greater connectivity between certain visual and emotional processing centers. The results suggest that sleep deprivation can enhance reactivity to both positive and negative stimuli.

Neuroscience; No sleep, better mood, 2011

Based on Walker’s research, what is the most likely explanation for the observation in line 2 (“but some . . . sleep”)?

- A. People with depression often have difficulty sleeping.
- B. There is a positive relation between sleep deprivation and positive stimuli.
- C. There is a negative relation between sleep deprivation and positive stimuli.
- D. The emotions of people with depression are easier to manipulate.

To answer the question, students need to identify evidence given in the passage to explain the reason behind the observation. The best answer for Question 1 is B. Line 9—13 provides the evidence from the study: when sleep deprived, human’s brain regions that mediate reward-driven behavior become more active and the emotional processing centers are more sensitive to visual stimuli.

## ***Informational Graphics***

A new feature in the redesigned SAT Reading is the inclusion of informational graphics. There are two passages which include one or two graphics such as tables, graphs, and charts. Students are asked to interpret and integrate the information in the graphics and in the text. The following passage excerpt and the sample question help