Craft and Structure

Original skill preparation; versioned source scope

Craft and Structure on the SAT

- Choose the meaning of a **word in context** 语境中的词义.
- Describe the structure and purpose of a text.
- Compare two texts, including where they agree and where they show **contrast** 对比.
- Use **evidence** 证据 from the passage for each choice.

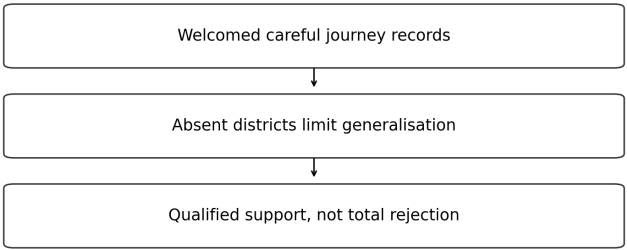
Words in context

- Cover the word and predict what the sentence needs, using clues nearby: examples, contrasts, causes.
- Then choose the option that matches your prediction in meaning and tone (positive, negative or neutral).
- The most common meaning is often a trap. In "The results were qualified", qualified means limited, not "having qualifications".

Structure and purpose

- Ask what each sentence does: introduce a claim, give an example, describe a problem, present an objection, answer it.
- The purpose of the whole text is often a verb: to explain, to challenge, to compare, to describe a finding and its limits.
- Words like "however", "yet" and "but" mark a turn; the main point often follows them.

Figure: Structure and purpose



- Worked steps: Welcomed careful journey records → Absent districts limit generalisation → Qualified support, not total rejection
- Match each part of the diagram to the text.

Comparing two texts

- Summarise each text's claim separately before comparing.
- Ask how the second author would respond to the first: agree, disagree, or agree with a limit.
- Do not merge the texts into one view, or give one author's reason to the other.

Worked example: three words

- Reservation: a doubt or limit (clue: the missing districts), not a booked seat.
- Qualified: limited or conditional (clue: the need for wider sampling).
- Illuminating: making something clearer (clue: the positive "even so").

Worked example: two texts

- Text 2 accepts the finding (traffic fell) but questions the cause.
- So the second author would respond: "The drop may have more than one cause."
- An answer saying the second author "rejects the data" goes too far.

Common errors

- Choosing the most familiar meaning of a word instead of the one the context needs.
- Missing the turn at "however" or "yet".
- Describing a text's topic when the question asks for its purpose.

Common errors (2)

- Treating partial agreement as total disagreement.
- Mixing up which author said what.

Key terms

- **word in context**: The meaning a word has in a particular sentence.
- **contrast**: A difference between two ideas, often signalled by words like "but" or "however".
- **evidence**: Words or data from the text that support an answer.

Check yourself

- In "The committee tabled the proposal until spring", what does "tabled" mean?
- A passage describes a theory, then a study that challenged it. What is the function of the second part?
- Text 2 says Text 1's findings "hold only for small towns". Is that agreement, disagreement or partial agreement?