



College Board's 20 Outstanding SAT Essays Demonstrate Excellence in Writing's Methods!

Relax! All this is taught incrementally—one concept at a time.

“One popular organizational structure is the ‘five-paragraph essay,’ featuring an introduction that poses the problem or states the claim, three supporting body paragraphs, and a neat conclusion that wraps it all up. Essay 13 is an effective five-paragraph essay...”

-from *20 Outstanding SAT Essays* p. 34, second paragraph. A five-paragraph essay is one of several essay structures taught in most Institute for Excellence in Writing (IEW) materials.

“Essay 14 also offers an introductory paragraph, distinct body paragraphs, and a conclusion...” But the choice to use a four-paragraph structure “allows this writer to develop the examples more fully than did the writer of Essay 13.”

-from *20 Outstanding SAT Essays* p. 34, third paragraph. A four-paragraph essay is the structure recommended for the SAT essay in our *High School Essay Intensive DVD* series because it is easier to fully support two points than three in the 25-minute SAT essay test period.

The subject of the **human memory** is a fascinating one. Memory is what keeps the years of our past from becoming meaningless blurs. [2] For years scientists have studied the human mind, trying to figure out exactly how memory functions. Andrew Lloyd Webber even **immortalized** the subject in the song “Memory” from the musical *Cats*. [2] With barely any mental effort, memory helps us travel back in time to important events in our life; with its aid, we can **see** our first day of high school, **smell** last winter’s fire, or **taste** yesterday’s lunch. [T] But we also have the darker stories of our lives stored in our mind. Do these **memories** hinder our forward progress, or must we overcome them in order to grow as **individuals**?

[5] Because **memory** is such a mystery to us, many authors have toyed with it in **literature**. Lois Lowry in *The Giver* describes a futuristic society in which one man, **the Giver**, holds the memories, both **good and bad**, of an entire community. Jonas, his successor, can only feel complete **when he has been given both the good and the bad memories, both those of color and love, as well as those of war and pain**. The **book’s** ultimate moral is **that perhaps these memories are painful enough that one wants to suppress them**; [T] however, their absence makes the lessons they teach all the more meaningful — and left unlearned.

They say that **history** repeats itself, and it is absolutely **true**. History teachers **constantly drill** the horrors of slavery and segregation into our heads to illustrate how far our race has come. [T] **However**, World War II and Hitler’s Holocaust took place less than a century ago. **Japanese Americans were sent into concentration camps** less than a century ago. [2] After 9/11, **anti-Arab prejudice reached new peaks**. [T] Yes, history does repeat itself...still, with the diversity of today’s world, perhaps the memories of the past can teach us once and for all — never again. These **horrific memories**, sadly, are necessary **if we are to learn that lesson**.

Many of today’s celebrities and world leaders have had some sort of **problem** growing up. **Some** had learning disabilities, **some** physical conditions, **some** difficult childhoods or a hard family life. [T] **Yet** they rose above it to become who they are today...perhaps the memories were necessary for them to become better people. I myself never knew the real, **harsh** pain of losing a loved one until **my uncle died** from lung cancer two years ago. [T] **Though**, I still miss him and **deeply** regret his **death**, I believe it has made me stronger...and because of him, I will never smoke.

Memories are the past — **no more, no less**. They are **hazy** recollections your mind keeps of what has happened, what cannot be changed. **Good or bad, beneficial or painful**, they are simply **memories**. What **you** make of them, what **you get from them**, is entirely up to **you**.

(Essay 13, page 36)

strong verb

repeating or reflecting words

sentence variety

invisible who or which

antithesis

noun clause

“-ly” dress-up

triple noun extensions

“-ly” dress-up

quality adjective

repeating or reflecting words

repeating or reflecting words

sentence variety

triple verb extensions

question

supporting example-literature

antithesis

www.asia.wub

strong verb

supporting example-history

quality adjective

www.asia.wub

quality adjective

supporting example-own life

antithesis

triple noun extensions

Examples of Our Methods Used in This Essay

To Create Cohesiveness
Use **repeating or reflecting key words** in topic and clincher sentences of paragraph.

- Dress-ups**
- invisible who or which clause
 - “-ly” adverb
 - strong verb
 - quality adjective
 - www.asia.wub (adverbial clause)

- Advanced Dress-up**
- noun clause

- Sentence Variety**
- [1] subject opener
 - [2] prepositional opener
 - [5] clausal opener
 - [T] transitional opener

- Decorations**
- question

- Triple Extensions**
- repetition
 - triple nouns
 - triple verbs

- Rhetoric**
- antithesis