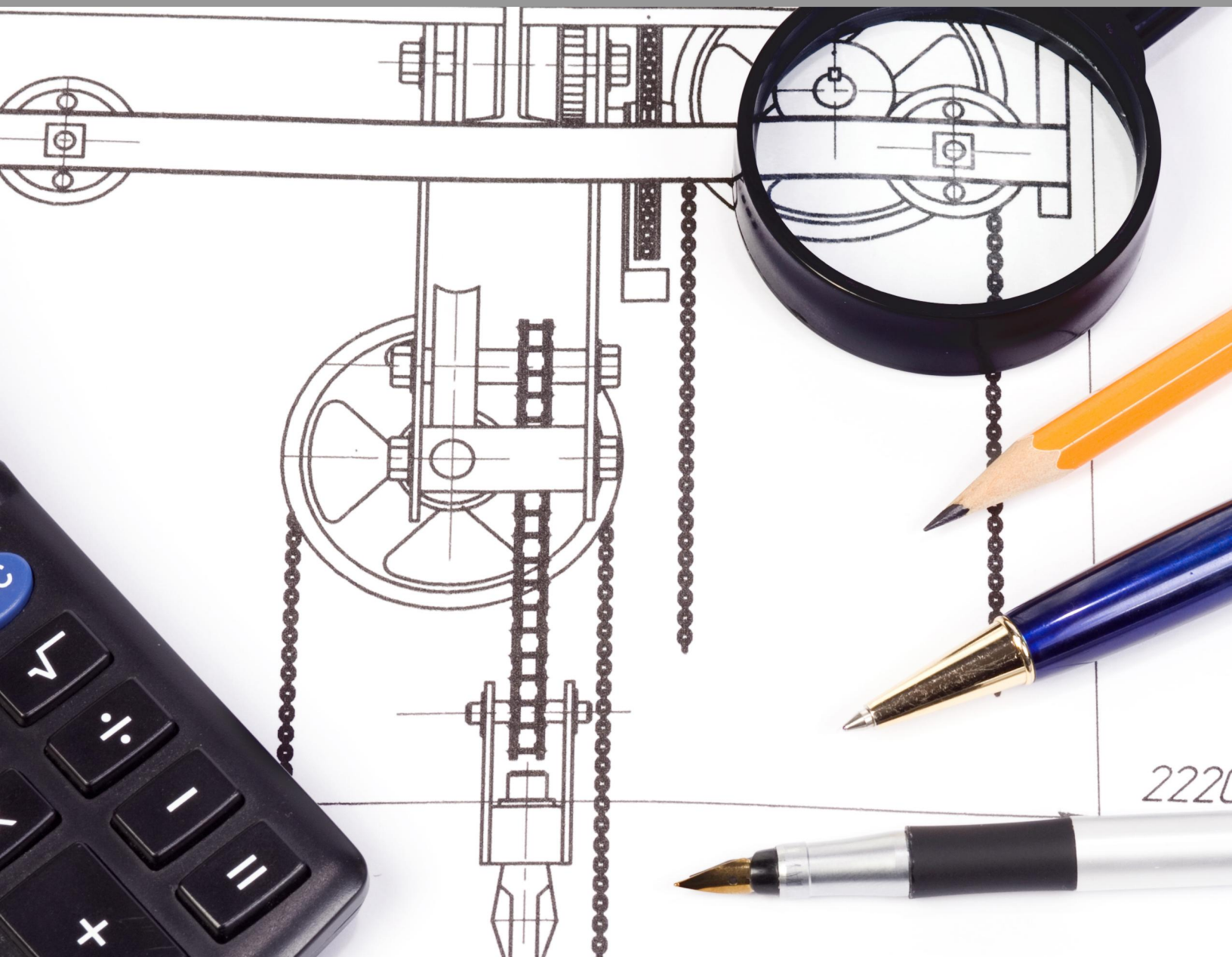


SAT Prep Flexbook III

Questions with Answer Explanations



SAT Prep FlexBook III (Questions with Answer Explanations)

CK12 Editor
Jason Shah

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Printed: September 6, 2014

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CHAPTER

1

SAT Prep III - Math Questions with Explanations

Chapter Outline

1.1 INTRODUCTION TO THE MATHEMATICS SECTION

1.2 PRACTICE QUESTIONS

1.1 Introduction to the Mathematics Section

Quick! What is the derivative of the exponential logarithmic function $x^{2y}y^{32}$ and what are its limits? Just kidding! The SAT will NOT ask you any question remotely like this; it doesn't even make sense! The SAT math section tests you in four areas:

- a. Number and Operations
- b. Algebra and Functions
- c. Geometry
- d. Probability and Statistics

The “Number and Operations” section asks you questions all about integers, rational numbers and sets, among other topics.

Some areas in the “Algebra and Functions” section are simplifying expressions, exponents, word problems and absolute value.

Shift gears into “Geometry” where you will be asked about area, volume and slope in addition to other topics.

In the “Probability and Statistics” section you will find questions on data interpretation and central tendencies; this section often has questions about your chances of picking 2 blue marbles from a full bag!

On the SAT this section takes *70 minutes* and offers two types of questions: multiple choice and grid-in. Consisting of 54 raw marks, the math section includes 44 multiple-choice questions and 10 grid-in questions. These are spread out over 3 separate math sections. Remember, grid-in questions provide you with no answer choices, but you do not lose points for guessing in this section!

Study the following lessons closely to learn how to apply your skills to questions on the SAT. Know how to use your calculator, work formulas and express your answers.

[For the remaining lessons in SAT math and hundreds of practice questions, please visit INeedAPencil.com . In the meantime, complete the following 10 questions to get a sense for your performance in this subject.]

1.2 Practice Questions

Directions: The following question (1) is an example of a grid-in math problem. On the SAT, you will solve the problem and indicate your answer by darkening the ovals on the special grid provided. Since you do not have this type of answer sheet to practice on, simply write your response. For more information about grid-in questions, please visit sat.collegeboard.com/practice/sat-practice-questions-math/student-produced-response.

1. **(Numbers and Operations)** — The average of five non-repeating positive odd numbers is 73. If x is the greatest of these integers, what is the greatest possible value of x ? **EXPLANATION** — If we use the lowest four odd numbers (1, 3, 5 and 7) and then solve for x in the equation $1 + 3 + 5 + 7 + x = (5) * (73)$, we can get this solution. The lowest four odd numbers add up to 16. This leaves $x = (365 - 16)$, which means that 349 is the greatest possible value of x .

Directions: For this section, solve each problem and decide which is the best of the choices given. You may use any available space for scratchwork.

2. **(Numbers and Operations)** — How many unique real roots does the equation $y = x^2 - 10x + 25$ have?

- a. No solutions.
- b. 0
- c. 1
- d. 2
- e. 3

EXPLANATION — Factoring this quadratic equations gives the factors $(x - 5)(x - 5) = 0$. The solutions are both 5, so there is just one unique root. This is answer C.

- a. There are two equal solutions at $x = 5$.
- b. See A.
- c. Correct
- d. There are 2 solutions, but they are not unique.
- e. A quadratic equation can have at most 2 roots.

3. **(Algebra and Functions)** — If $g(x) = 4x - 4x$, what is the value of $g\left(\frac{3}{2}\right)$?

- a. -2
- b. 6
- c. 8
- d. 2
- e. 0

EXPLANATION — Substituting $\frac{3}{2}$ into the function, we get $4\left(\frac{3}{2}\right) - 4\left(\frac{3}{2}\right) = 6 - (\sqrt{4})^3 = 6 - 2^3 = 6 - 8 = -2$. This is response A.

- a. Correct
- b. This is the value of $4\left(\frac{3}{2}\right)$.
- c. This is the value of $4\frac{3}{2}$.
- d. This is the result of an incorrect subtraction.
- e. The two terms do not cancel out!

4. **(Algebra and Functions)** — If $f(x) = x + 9$, which of the following is a solution of $f(5a) + 3 = f(3a) + 11$? In other words, what might be the value of 'a'?

- a. There are no solutions.
- b. 6
- c. 8
- d. $\frac{5}{3}$
- e. 4

EXPLANATION — Substituting both $5a$ and $3a$ into $f(x)$ and then using the second equation, we get $5a + 9 + 3 = 3a + 9 + 11$. This simplifies to $5a + 12 = 3a + 20$, and then we get $2a = 8$. Finally, we get $a = 4$. This is response E.

- a. Not true! $a = 4$ is a solution.
- b. This does not solve the equation.
- c. This is the difference of 11 and 3, but it does not solve the equation.
- d. This is the quotient of $5a$ and $3a$.
- e. Correct

5. **(Algebra and Functions)** — If the mean of x and $4x$ is 10, then $x =$

- 1. 20
- 2. 16
- 3. 4
- 4. 10
- 5. 5

EXPLANATION — First off, what is the question asking? The mean is a form of central tendency that is looking for the average. So if we are finding the mean, we will add up the elements (x and $4x$) and then since there are only 2, we will divide by 2. If I asked you what the average, or mean, of 10, 20 and 30, you would sum up the numbers to get 60 and then divide by 3 to get 20—the mean. We can write this as $\frac{(x+4x)}{2} = 10$. So, $5x = 20$, and $x = 4$. This is choice C.

- a. This is the sum of x and $4x$.
- b. This is equal to $4x$.
- c. Correct
- d. This is the average of x and $4x$.
- e. This is the coefficient of the average equation.

6. **(Geometry)** — If a line is perpendicular to the line $y = 3x - 4$ and passes through the point $(0, 6)$, what is the equation of the perpendicular line?

- a. $y = 3x + 6$
- b. $y = -3x + 6$
- c. $y = \frac{-1}{3x+6}$
- d. $y = \frac{-1}{3x-6}$
- e. $y = \frac{1}{3x+6}$

EXPLANATION — The slopes of two perpendicular lines are negative reciprocals of each other. This also means that the product of the two slopes equals -1 . A perpendicular line has the negative reciprocal slope of another line. Since the slope of the given line is 3, the slope of a perpendicular line is $\frac{-1}{3}$. The basic equation is then $y = \frac{-1}{3x+b}$. We need to use the point $(0, 6)$ to find b . Let's do that: $6 = \frac{-1}{3(0)+b}$. Therefore, $b = 6$, and the complete perpendicular line equation is $y = \frac{-1}{3x+6}$.

- a. This is a parallel line.

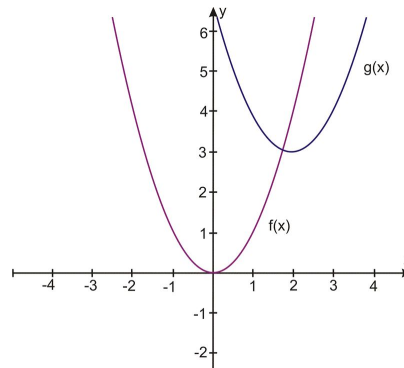
- b. A perpendicular line has a negative reciprocal slope, not just a negative slope.
- c. Correct
- d. This is an incorrect calculation of the y -intercept.
- e. A perpendicular line has the negative reciprocal slope, not just a reciprocal slope.

7. **(Geometry)** — What is the height of a building if the angle to the top is 27° when you are standing 150 *feet* away from the building's base? Round to the nearest whole number.

- a. 68
- b. 134
- c. 76
- d. 330
- e. 168

EXPLANATION — If you draw a triangle where the base is 150 *ft* and the height is the height of the building, this can be easy to visualize. The angle where you are “standing” in the problem is 27 *degrees*. From that angle, we have the adjacent (next to the angle) side and the opposite side. That information makes this a tangent problem. $\text{Tangent of an angle} = (\text{opposite}) \div (\text{adjacent})$ The setup is $\tan 27^\circ = \left(\frac{\text{height}}{150}\right)$ Multiplying the 150 to the left and using a calculator gives $76 = \text{height}$ for the answer. Incorrect answers could result from using the wrong trigonometric function for the situation or dividing by 150 or $\tan 27$ instead of multiplying.

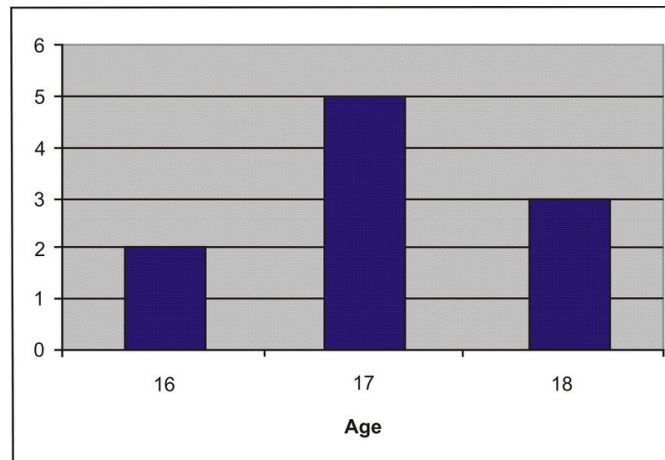
8. **(Geometry)** — Which of the following equations defines $g(x)$ in terms of $f(x)$?



- a. $g(x) = f(x - 2) + 3$
- b. $g(x) = f(x + 2) + 3$
- c. $g(x) = f(x - 2) - 3$
- d. $g(x) = f(x + 2) - 3$
- e. $g(x) = f(x - 2)$

EXPLANATION — A $g(x)$ is a shift 2 *units* to the right and 3 *units* up (to find this easily, just follow the vertex – the lowest point on the parabola; it is the easiest point to find and imagine moving). The function that does this is the one with $x - 2$ in the parentheses, because if you remember, changes to the x -values happen inside the parentheses and do the opposite of what they look like they do. Changes to the y -value (up or down changes) happen outside the parentheses but they do exactly what they look like they do. So we need $a + 3$ to move the graph 3 *units* up. Therefore, with all that in mind, the only choice that has everything we need is A.

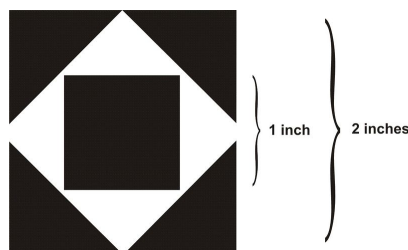
9. **(Probability and Statistics)** — The following chart gives the graduation ages of 10 students? What is the median age of the graduating students?



- a. 16
- b. 16.5
- c. 17
- d. 17.5
- e. 18

EXPLANATION — C The median is the middle of a number distribution when the numbers are ordered in an either ascending or descending order. Unlike the other 2 measures of central tendency (mean is the average, mode is the value that occurs the most), the median is basically the center number. According to the graph, we have: Two 16-year-olds, five 17 year-olds and three 18 year-olds. If you wrote these ages in a list it would look like this: 16, 16, 17, 17, 17, 17, 18, 18. In a list of 9 terms, the 5th term (that leaves 4 terms below it and 4 terms above it) is the median. However, with 10 terms like in this problem you must average the 5th and 6th terms, which both separate the distribution. Since the 5th and 6th term are both 17, the average is 17 and this is your median. Therefore, 17 is the median age.

10. **(Probability and Statistics)** — Assume that the edge of the smaller shaded square is 1 inch and the edge of the larger square is 2 inches.



What percent of the diagram is unshaded?

- a. 35%
- b. 30%
- c. 15%
- d. 10%
- e. 25%

EXPLANATION — E The area of the unshaded region can be found as follows: First, find the area of the shaded region: The smaller square has an edge of 1. It's $area = e^{(2)} = 1^2 = 1$ The four triangles have $area = \frac{1}{2} bh =$

$\frac{1}{2}(1)(1) = \frac{1}{2}$ All four together have an area of $4\left(\frac{1}{2}\right) = 2$ The shaded areas together have an area of $1 + 2 = 3$. The total area of the figure is $area = e^2 = 2^2 = 4$. That also means that the unshaded region has an area of 1 (because $4 - 3 = 1$) To find the probability, divide the unshaded area by the whole area. That means we have $\left(\frac{unshaded}{whole} = \frac{1}{4}\right)$ which is the same as 25%. Note: 'e' means edge.

CHAPTER

2

SAT Prep III - Reading Questions with Explanations

Chapter Outline

2.1 INTRODUCTION TO THE CRITICAL READING SECTION

2.2 PRACTICE QUESTIONS

2.1 Introduction to the Critical Reading Section

You're going to really need some caffeine and a sharp mind to get through this one. The SAT Critical Reading section, formerly known as the verbal section, tests your ability to use vocabulary and analyze reading passages. This section takes *70 minutes* with *67* multiple choice questions in the following formats:

- a. Fill in the blank vocabulary (19 raw marks)
- b. Reading comprehension. (48 raw marks).

Don't fear the vocabulary section. It certainly helps to have used those tedious books like "1000 SAT Words: Easy, fun and here now for \$19.95!" Yet much of this section is based on your ability to think critically and use sentence clues to logically deduce the definition of the missing word. After you have done this you must rely on your knowledge of vocabulary, word attachments and word roots. We will walk you through these questions step by step to develop your vocab and logic skills.

The reading comprehension section usually puts 50% of your testing room to sleep within 5 minutes. (These passages are usually so abstract and boring to create a level playing field for students. The College Board figures that if it provides a sports essay, then athletes will have an advantage. So why not bore everyone?!) These multiple choice questions ask you about main ideas, tones, perspectives, word meanings in contexts and anything else that the SAT test makers think you should be able to tell from the info in the passages! Be on your toes, take notes while reading and make sure you can provide text support for your answer choices!

[For the remaining lessons in SAT critical reading and hundreds of practice questions, please visit INeedAPencil.com . In the meantime, complete the following 10 questions to get a sense for your performance in this subject.]

2.2 Practice Questions

Directions: For this section, solve each problem and decide which is the best of the choices given. You may use any available space for scratchwork.

1. **(Sentence Completion)** — Since the homecoming king and queen candidates had only a minute for speeches and their peers wanted to hear something meaningful, the student government advisor warned candidates that they had better keep their speeches _____ or face the wrath of an alienated crowd that finds the speeches irrelevant.
- (a) prolonged
 - (b) eloquent
 - (c) loquacious
 - (d) urbane
 - (e) germane

EXPLANATION — Your key clues are the fact that the students “wanted to hear something meaningful” and that the worst situation would be to have an alienated crowd. How do you alienate a crowd? Say something meaningless that is irrelevant. The speech better not be long, especially sophisticated or wordy (eliminate A, B, C and D). The speech should be to the point and relevant, or germane. Although the speech may be some of these other qualities, the text supports choice E the most. This is one of the questions where you may just need to know what the right answer is and what the definition of “germane” is, but the process of elimination will help and the SAT sometimes will have questions where exact definitions are your lifesaver.

2. **(Sentence Completion)** — Most of the family was disgusted when Billy proved his _____ nature at Thanksgiving dinner, when he ate the entire table full of turkey, mashed potatoes and cranberry sauce all by himself.
- (a) selfish
 - (b) famished
 - (c) gluttonous
 - (d) altruistic
 - (e) meticulous

EXPLANATION — Based on the clues in this sentence, Billy is unable to control himself. He has to have more and eats with no limits. A person like this is called a “glutton.” Billy is certainly selfish and may be famished (starved), but there is no specific evidence to support this as much as there is to support “gluttonous.” In other words, “gluttonous” is the most precise answer. A selfish person could have demanded different items or stolen the food instead of eating it like a glutton does. A famished person is hungry and therefore justified to eat a lot, but then his family should not be disgusted. Billy is an excessive eater, or a gluttonous individual. There is no indication of Billy’s charity or attention to detail, so eliminate D and E respectively. Choice C is correct.

3. **(Sentence Completion)** — Since the ladder was rusty and _____, lending itself to an accident, everyone urged Danny to resist his natural _____ that encouraged him to recklessly climb that ladder anyway.
- (a) safe...temerity
 - (b) precarious...audacity
 - (c) dangerous...courage
 - (d) secure...wisdom
 - (e) vulnerable...cowardice

EXPLANATION — If the ladder is rusty and can lead to an accident, it probably is not safe. Rather it is a safety hazard and could be precarious, dangerous and vulnerable. Yet Danny is naturally a bold and

adventurous boy because he is ready to climb the ladder anyway. Therefore, he must resist his own audacity, or boldness, not his courage or cowardice. “Audacity” is the best fit here. Choice B is correct.

4. **(Sentence Completion)** — As the sailor tranquilly floated aboard the ship he attempted to capture the _____ scene in a romantic poem.
- (a) lustful
 - (b) marine
 - (c) halcyon
 - (d) nauseous
 - (e) turbulent

EXPLANATION — Based on the clues “tranquilly” (calmly) and “floated” you know that there is a sense of peace and calmness that the sailor is trying to send. Although the scene is romantic, there is no sexual charge or mentions to make the poem lustful. In spite of the sailor being at sea (like any sailor), it would be vague and even repetitive to say that this was a marine scene. There is no indication of sea-sickness or storms, so the scene may not be nauseous or turbulent. Rather, the romantic and tranquil scene can be described as “halcyon,” or simply “calm.” Choice C is correct.

5. **(Sentence Completion)** — The Food and Drug Administration _____ the ingredients of the pharmaceutical’s new release and quickly _____ the claims about the guaranteed efficacy of the “miracle drug” with counterclaims and empirical data.
- (a) scrutinized...proved
 - (b) probed...defended
 - (c) ignored...disproved
 - (d) inspected...debunked
 - (e) disregarded...condemned

EXPLANATION — If a government agency, like the FDA, was informed of a new drug then they check out its claims. Therefore, the FDA could scrutinize, probe or inspect the drug. However, if this is a “miracle drug” that the FDA has counterclaims against, the FDA probably does not support it. Therefore, the FDA would have debunked the claims made by the pharmaceutical company rather than proving or defending such claims. Choice D is correct.

6. **(Sentence Completion)** — Fortunately the local college just received a _____ grant from an affluent alumnus that will finance the _____ new culture studies building with state-of-the-art technology and valuable artifacts that will draw attention from the world’s most acclaimed anthropologists.
- (a) generous...lavish
 - (b) negligible...rudimentary
 - (c) trifling...necessary
 - (d) scheduled...insignificant
 - (e) munificent...eminent

EXPLANATION — Clearly the grant must have been generous because it came from a wealthy donor (affluent alumnus), and it is providing such a grand new center. Therefore, the gift could be described as either generous or munificent (both mean that the gift was “liberal”...worth a lot of money!). Now would the new center be lavish or eminent based on the given description? Certainly it could be lavish based on the useful amenities; however, “eminent” is more appropriate here because this culture center is prominent and attracts a lot of professional attention. Choice E is the best answer.

7. **(Reading Comprehension)** — Although citizens often gripe about income taxes, the government provides a number of public goods in exchange for a small portion of citizens’ annual earnings. For major necessities that cannot be provided for by individuals, such as the cost of national security, it is critical to have a federal system that protects society. Furthermore, taxes pay for infrastructure costs such as highway maintenance, bridge construction and water supply. Local property taxes, in large part, fund public education; as a result, education systems vary in quality based in part on how high the area’s property taxes are. An undesirable side effect of the tax system is the free-rider problem, which involves individuals who receive society’s benefits

without contributing taxes. The example of how local property taxes affect public education

- (a) strengthens the argument for education reform
- (b) elevates the author’s argument in favor of taxes
- (c) weakens the author’s contention that taxes benefit society
- (d) supports why income taxes are vital
- (e) has nothing to do with the rest of the passage

EXPLANATION — This passage discusses the importance and benefits of paying income taxes. The author digresses (veers off course randomly) when discussing the impact of taxes on the quality of education despite the appeal of such a claim. Therefore, the example about local property taxes impacting education is essentially irrelevant and has nothing to do with the other messages that the author conveys. Choice E is the best option.

8. **(Reading Comprehension)** — Which of the following is the author most likely to oppose?

- (a) toll-roads such as expressways
- (b) a scoring curve for a difficult test that a few students studied for
- (c) a corporate executive who receives a significant pension plan for shaping the company
- (d) mail in rebates
- (e) a waitress receiving extra tip money for high quality service

EXPLANATION — Through this passage, the author shows that he is opposed to undeserving people receiving the benefits of the contributing people. You get out what you put in. This is supported by the conclusion sentence. Therefore, the author would be pleased that drivers who pay more get a quicker ride home (choice A), a successful executive is properly compensated (choice C), diligent consumers get cash back for handling tedious mail-in rebate forms (choice D) and a waitress is rewarded for friendly service (choice E). But the author would be outraged if the majority of students did not study but still go away with a higher score than they deserved, piggy-backing on the success of a few studious scholars, so B is right.

9. **(Reading Comprehension)** — The Summer Olympic Games of 2004 in Athens, Greece brought together thousands of athletes from 201 countries. Since its inception, the Olympic Games have been about more than bringing athletes together for competitions; the Olympics bring people and cultures together through the magic of sports. People travel from all around the world to support their favorite teams, witness sports history and indulge in the treasures of local culture. In 2004, tourists crowded the various Greek venues such as Karaiskaki Stadium, shoulder to shoulder to view their national stars on the global stage. The 2004 Olympics were monumental for bringing the event back to its birthplace and restoring a lost sense of tradition in a world of heightened international instability. By serving as a form of unification and education, the Olympics provide a stage for international understanding and advancement. The passage LEAST supports which of the following statements about the Summer Olympic Games?

- (a) They teach people about different countries’ idiosyncrasies.
- (b) The most important symbol of the Summer Olympic Games is the gold medal.
- (c) They provide an opportunity for the world to shift its focus from international politics.
- (d) They should be hosted only in countries free of human segregation.
- (e) It is no wonder why they have survived for centuries.

EXPLANATION — The author emphasizes the role of the Olympics in conveying messages of peace and understanding to the world. Rather than the surface purpose of athletic competition, the Olympics are more about international cooperation. Therefore, because the author emphasizes that “the Olympic Games have been about more than bringing athletes together for competitions...” the reader must realize that sports is not the main purpose of the Olympics nowadays. Yet, what is the primary image of victory and supremacy that a country earns at the Olympics? The gold medal. Although the events bring people together, the gold medal is not the Greek olive branch (a symbol of peace-it is intertwined in the logo of the United Nations). Choice B is a statement that the author would not agree with based on this passage. The author does believe that the Olympics teach people about other countries’ special characteristics, so choice A would be agreeable to the author. Based on the author’s statement of how the Olympics bring the word back from “a world of heightened

international instability” the author would agree with C and believe that the spirit of unity that the Olympics have would condemn (disapprove of) segregation (choice D). Clearly the author is pleased with the Olympics, so the author would praise the Games by saying “It is no wonder why they have survived for centuries.” Only the spirit of competition and supremacy of the gold medal is not in line with the author’s views, so choice B is correct.

10. **(Reading Comprehension)** — What is the purpose of the image of tourists at Karaiskaki Stadium in Athens?
- (a) demonstrate how many people come to the Olympics
 - (b) provide an example of a genuine Greek cultural cornerstone
 - (c) show how there are different events during the Olympics
 - (d) create a physical symbol that represents the Olympic spirit of unity
 - (e) support the claim that it takes many venues to support the Games

EXPLANATION — The author’s primary purpose in this passage is to express how the Olympics bring people together. Choice D substantiates why the author would want to create a visual image, so the reader could solidify the concept of unity with a real picture. The other choices speak to topics covered by the author, but because unity is the main focus, only choice D captures the main purpose for including this specific example of tourists standing “shoulder to shoulder.”

CHAPTER

3

SAT Prep III - Writing Questions with Explanations

Chapter Outline

3.1 INTRODUCTION TO THE WRITING SECTION

3.2 PRACTICE QUESTIONS

3.1 Introduction to the Writing Section

The SAT allots 60 *minutes* in total for the writing section. The writing section of the SAT consists of an essay and three types of multiple-choice questions:

- a. The Essay
- b. Identifying the Error
- c. Improving Sentences
- d. Improving Paragraphs

You have 25 *minutes* for the essay, and two sections are split between 25 (35 questions) and 10 *minutes* (14 questions).

In total, the writing section consists of 73 raw marks that are used to determine your scaled score of 200 – 800 points. The essay accounts for 24 points (practically a third of your writing score), and the remaining 49 points are decided by the three multiple choice sections. Here is the distribution of raw marks:

- a. The Essay (24 raw marks; two scorers provide a score between 1 – 6 and this sum is doubled)
- b. Identifying the Error (18 raw marks)
- c. Improving Sentences (25 raw marks)
- d. Improving Paragraphs (6 raw marks)

You can see how important each type of writing question is; however, you want to earn the maximum points possible and not pick and choose your favorite problems!

[For the remaining lessons in SAT writing and hundreds of practice questions, please visit INeedAPencil.com . In the meantime, complete the following 10 questions to get a sense for your performance in this subject.]

3.2 Practice Questions

Directions: For this section, solve each problem and decide which is the best of the choices given. You may use any available space for scratchwork.

1. **(Improving Sentences)** — Jewelry is an accessory used by members of all classes including watches, necklaces and earrings.

- (a) Jewelry is an accessory used by members of all classes including watches, necklaces and earrings.
- (b) Jewelry, including watches, necklaces and earrings, is an accessory used by members of all classes.
- (c) Jewelry, including watches, necklaces and earrings, are an accessory used by members of all classes.
- (d) Jewelry is accessorized by members of all classes including watches, necklaces and earrings.
- (e) Jewelry is an accessory used by members of all classes which includes watches, necklaces and wearing earrings.

EXPLANATION — The problem with this sentence is the misplacement of the clause that describes jewelry. By placing “...including watches, necklaces, and earrings.” after “classes” the reader gets the impression that the classes involves different types of jewelry. By moving the clause, choice B and choice C improve the sentence. However, choice C commits the error of using a plural form of “to be” (i.e. are) to refer to a collective noun like jewelry that demands a singular verb (i.e. is). Only choice B places the clause correctly after “jewelry” and ensures that the verb agrees with the subject.

2. **(Identifying Errors)**

After the brilliant team that developed the atomic bomb for the United States

A

government finished testing and realized the apocalyptic consequences of use,

B

C

each member of the team felt remorseful and adamant urged the government

D

to reach peace. No error.

E

- (a) that
- (b) apocalyptic
- (c) use
- (d) adamant
- (e) No error

EXPLANATION — This sentence tests your knowledge of adverbs. Adverbs alter and describe the meaning of a verb, hence the name adverb as it represents an “adjective” for a “verb.” Adverbs are most easily recognized by an “-ly” at the end such as “quickly,” “shrewdly” and “nicely.” In this sentence because the scientists “urged” against use of the atomic bomb, the adjective “adamant” must be modified to an adverb and be “adamantly.” Choice D is the correct answer.

3. (Identifying Errors)

Its very important to read and absorb the stories of classic dramas written by the
 A B
 Greek and English playwrights for the universal messages of humanity and ambition.
C D
No error.
 E

- (a) Its
- (b) written by
- (c) playwrights
- (d) messages of
- (e) No error

EXPLANATION — Part A is wrong as it is the incorrect form of it/its/it's. "Its" is the way to discuss possession. For example if you were talking negatively about your local government you could say "Its last two years in office were spent drowning in corruption and inefficiency." However, if you use "it's" then you are using the contracted form (when an apostrophe and s are used) to mean "it is." This contract form is necessary here because the sentence should read "It is very important..."

4. (Improving Sentences) — Fraternities are a great way to make friends and learn important lessons of loyalty and compassion.

- (a) are a great way to make friends and
- (b) is a great way to make friends and
- (c) will have been a great way to make friends and
- (d) will be a great way to make friends and
- (e) is a great way to make friends however

EXPLANATION — The original sentence is correct as written. There is no need to change the verb form or tense. Choice A is correct.

5. (Improving Sentences) — Sports commentators often provide informative and witty insight during games that enhance the sports-watching experience.

- (a) enhance the sports-watching experience.
- (b) enhance the experience.
- (c) enhances the sports-watching experience.
- (d) enhances the sports-watching experience for fans.
- (e) have enhanced the sports-watching experiences for fans.

EXPLANATION — The problem with this sentence is that the second action verb (i.e. enhance) needs to be singular (i.e. enhances) because this verb refers to "insight." Some readers may believe that because there are two characteristics to the insight (i.e. informative and witty) there should be a plural form of the verb. Choice C and choice D correct this agreement error of the verb; however, choice D is wordy. Obviously fans are the ones who watch sports, so why restate this? Choice C therefore is most direct and grammatically sound.

6. (Improving Sentences) — Since the work force is becoming increasingly competitive in light of technological advances and outsourcing, therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.

- (a) therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.
- (b) moreover, it is even more basic for students to complete high school and attain at least a bachelor's degree.
- (c) but, it is even more basic for students to complete high school and attain at least a bachelor's degree.
- (d) so it is even more basic for students to complete high school and attain at least a bachelor's degree.

(e) it is even more basic for students to complete high school and attain at least a bachelor's degree.

EXPLANATION — This sentence is a run-on sentence and can be fixed with the deletion of one word: “therefore.” By beginning with a conjunction such as “Since” the sentence already has a descriptive clause in motion and just needs to be followed by a succinct (brief) statement of what the background of the first clause was describing. All of the choices except choice E use this erroneous second conjunction (i.e. therefore, moreover, but, so), so they must be eliminated. Choice E is grammatically sound.

7. **(Improving Sentences)** — Plenty of high school students spend their time involved in the community by working with peers, young children and also helping senior citizens.

- (a) spend their time involved in the community by working with peers, young children and also helping senior citizens.
- (b) spend his time involved in the community by working with peers, young children and also helping senior citizens.
- (c) spend one's time involved in the community by working with peers, young children and also helping senior citizens.d.
- (d) spend their time involved in the community by working with peers, young children and senior citizens.
- (e) spend their time involving in the community by working with peers, young children and also helping senior citizens.

EXPLANATION — By breaking the parallelism (continuity of a pattern, in this case), the underlined portion of this sentence must be changed. By simply changing “also helping senior citizens” to “senior citizens” the list is clearly discussing people in the community from various age groups. Each other choice besides D uses incorrect pronouns (i.e. his) and/or parallel structure (i.e. also helping senior citizens).

8. **(Identifying Errors)**

It is ineffective for high school administration to make policy without even asking for

A

B

student input; banning flip flops and enforcing strict dress codes

C

has merit but there must be a happy medium in school policy. No error.

D

E

- (a) ineffective
- (b) administration
- (c) student
- (d) has
- (e) No error

EXPLANATION — This sentence is correct as written. Note: Do not be tricked and think that D. is where the error is in this sentence. “Banning” is a singular act, so “has” is appropriate.

9. **(Identifying Errors)**

The young and ambitious writer whom the students chose to be their commencement

A

B

speaker proved to be a knowledgeable and inspiring orator on graduation day.

C

D

No error.

E

- (a) whom
- (b) chose
- (c) knowledgeable and inspiring

- (d) graduation
- (e) No error

EXPLANATION — This sentence is correct as written.

10. **(Improving Sentences)** — McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States state department.

- (a) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States state department.
- (b) McCarthyism was an ideology, an applied pursuit that arose in the middle of the twentieth century, targeted communists in the United States state department.
- (c) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted Communists in the United States state department.
- (d) McCarthyism will be an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States State Department.
- (e) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States State Department.

EXPLANATION — The original choice is wrong strictly for the lack of capitalization of “State Department.” Choice B complicates problems more than A by deleting certain words that turn the sentence into a run-on sentence. Choice C fails to capitalize “State Department” (it needs to be capitalized because it is a proper noun—the United States State Department, not just “a state department”). Although choice D corrects the capitalization error, it changes “was” to “will be,” which is an illogical verb tense (i.e. future) because later in the sentence it is stated that the ideology arose “in the middle of the twentieth century,” which has already passed. Choice E corrects the capitalization error and leaves the sentence as it is. Sometimes just minor changes are needed!

CHAPTER

4

SAT Prep III - Answer Key

Chapter Outline

- 4.1 MATH ANSWERS
 - 4.2 READING ANSWERS
 - 4.3 WRITING ANSWERS
-

4.1 Math Answers

- a. 349
- b. C
- c. A
- d. E
- e. C
- f. C
- g. C
- h. A
- i. C
- j. E

4.2 Reading Answers

- a. E
- b. C
- c. B
- d. C
- e. D
- f. E
- g. E
- h. B
- i. B
- j. D

4.3 Writing Answers

- a. B
- b. D
- c. A
- d. A
- e. C
- f. E
- g. D
- h. E
- i. E
- j. E