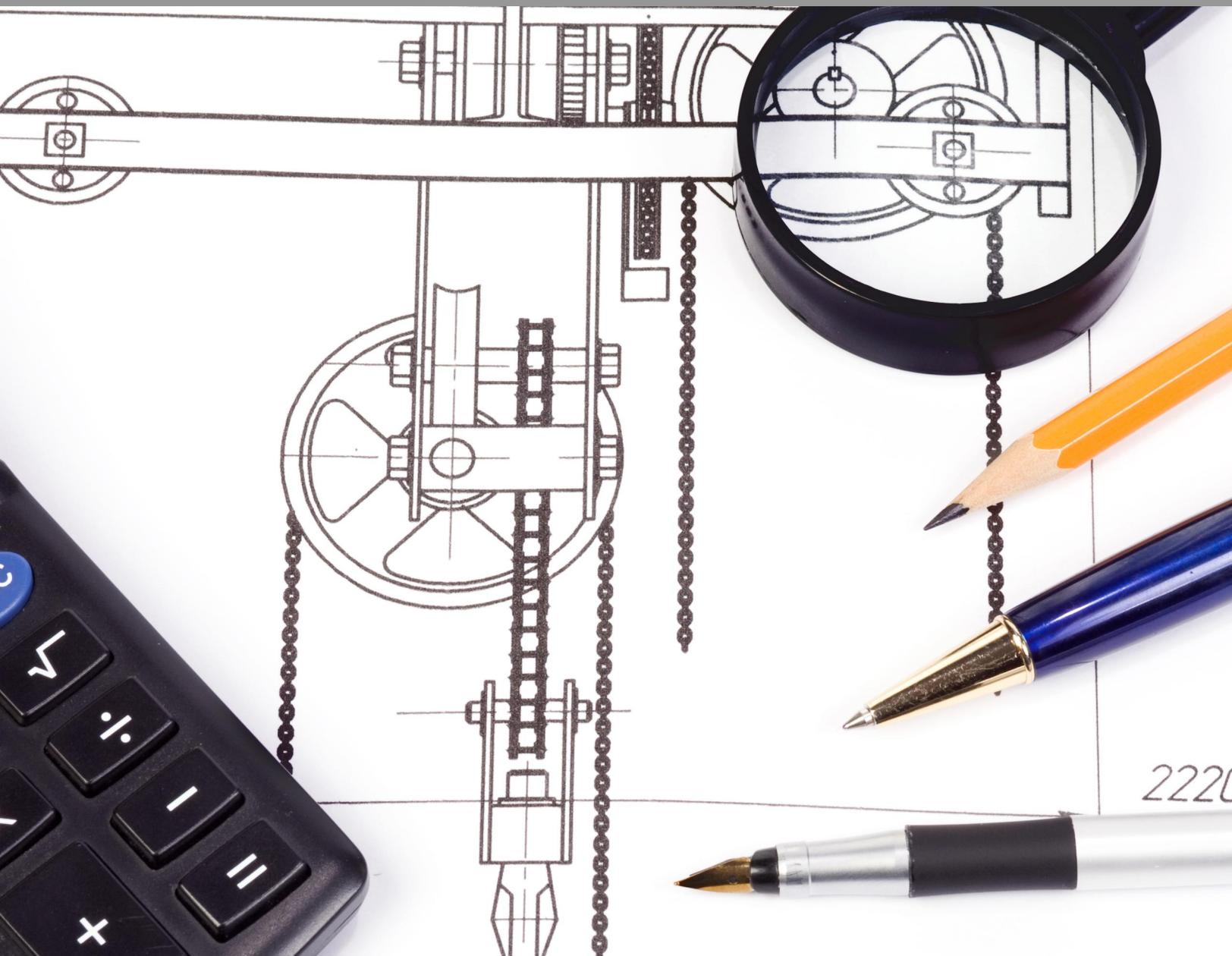


SAT Prep Flexbook I

Questions with Answer Explanations



SAT Prep FlexBook (Questions with Answer Explanations)

CK12 Editor
Jason Shah

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CHAPTER

1

SAT Prep - 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: 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. **(Numbers and Operations)** — A racecar driver has completed $12\frac{1}{2}$ laps of a 50 – lap race. What fractional part of the race remains?
- (a) $\frac{1}{4}$
 - (b) $\frac{1}{5}$
 - (c) $\frac{3}{4}$
 - (d) $\frac{4}{5}$
 - (e) $\frac{75}{2}$

ANSWER EXPLANATIONS — The driver has $50 - 12\frac{1}{2}$ or $37\frac{1}{2}$ laps to go out of the 50 laps. Therefore, $\frac{37\frac{1}{2}}{50}$ is the fractional part of the race remaining. This is equivalent to $\frac{3}{4}$, which is answer C.

- (a) This is the fraction of the race that the driver has completed.
 - (b) This comes from mistakenly dividing $12\frac{1}{2}$ by $62\frac{1}{2}$, the latter number coming from adding both lap amounts. The race is only 50 laps.
 - (c) Correct
 - (d) This comes from taking the fraction in response B and subtracting it from 1.
 - (e) This comes from $37\frac{1}{2}$, but that's how many laps are left - the driver is only in one race, not 50!
2. **(Numbers and Operations)** — If M is the set of positive multiples of 2 less than 150 and N is the set of positive multiples of 9 less than 150, how many members are there in $M \cap N$?
- (a) 0
 - (b) 8
 - (c) 9
 - (d) 18
 - (e) 74

ANSWER EXPLANATIONS — The only elements in both sets are multiples of 2×9 or 18. The multiples of 18 less than 150 are 18, 36, 54, 72, 90, 108, 126 and 144. These are the 8 elements that are in the intersection of both sets. Thus, B is the correct response.

- (a) There are elements that are in both sets.
 - (b) Correct
 - (c) There are 8 elements in both sets, not 9.
 - (d) This is the number that the elements are multiples of.
 - (e) This is the number of multiples of 2 less than 150
 - (f) .
3. **(Algebra and Functions)** — If $x \neq 2y$, then $\frac{x-2y}{2y-x} + \frac{2y-x}{x-2y} =$

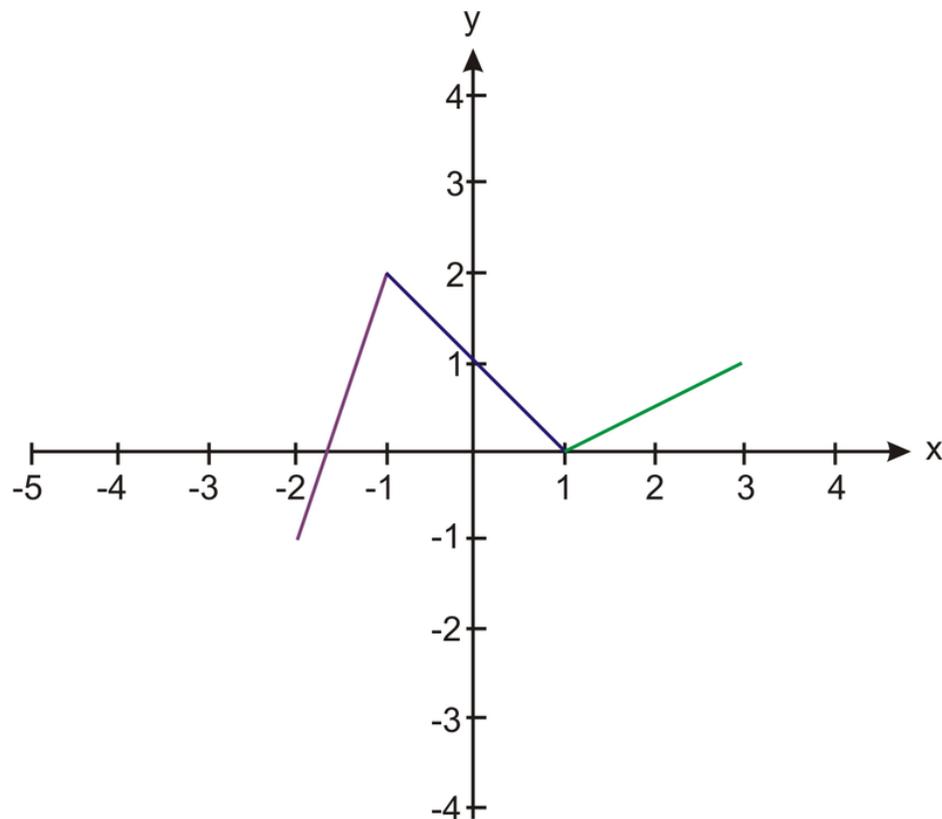
- (a) $2(x - 2y)$
- (b) $2y - x$
- (c) 1
- (d) 0
- (e) -2

ANSWER EXPLANATIONS — Both fractions each $r - 1$, so adding -1 twice gives an answer of -2 . This is choice E.

- (a) Both fractions are not equal to $(x - 2y)$, so we do not have 2 like terms.
 (b) The other parts of the fractions are not eliminated, so this is not possible.
 (c) Each fraction equals -1 , so this result is not possible.
 (d) Each fraction equals -1 , so adding -1 twice gives -2 .
 (e) Correct
4. **(Algebra and Functions)** — If $2x = 10$, what is the value of $\frac{625}{x}$? **ANSWER EXPLANATION** The x value is 5, so $\frac{625}{5} = 125$.
5. **(Algebra and Functions)** — If Dave drove one-third of the distance of his trip on the first day, and 60 miles on the second day, he figured out that he still had $\frac{1}{2}$ of the trip to drive. What was the total length, in miles, of his trip?
- (a) 360
 (b) 180
 (c) 120
 (d) 60
 (e) 90

ANSWER EXPLANATIONS — We can model this situation by the equation $\frac{1}{3}x + 60 = \frac{1}{2}x$. Solving for x , we get $x = 360$, which is answer A.

- (a) Correct
 (b) This is the number of miles he drove before he figured out how much of his trip was left.
 (c) This amount is how much he drove the first day.
 (d) This is how much he drove the second day.
 (e) This amount is half of the distance he covered by the end of the second day.
6. **(Geometry)** — What is $f(2)$ for the graph of $f(x)$ below?

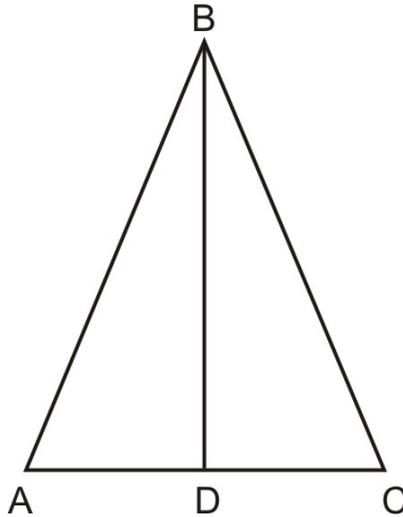


- (a) 1
 (b) $\frac{1}{2}$
 (c) 0

- (d) 2
- (e) -1

ANSWER EXPLANATIONS — Asking for the value of $f(2)$ is just a way of saying “what does y equal when $x = 2$?” So you look for when $x = 2$. On the graph, we have the point $(2, \frac{1}{2})$. Note that exact numbers are not provided in the graph, but standard practice indicates that each tick mark is one unit. So we moved 2 tick marks to the right, and then the line crosses through a point on the y axis between 0 and 1. Therefore, $f(2)$ is equal to $\frac{1}{2}$. Choice B is the only possible choice.

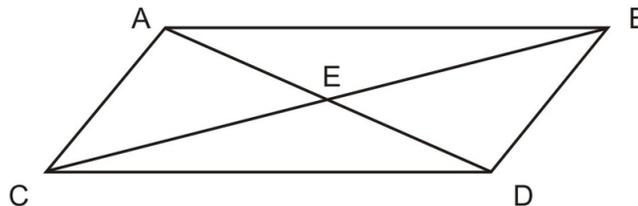
7. **(Geometry)** — Find the perimeter of Isosceles triangle ABC if $m\angle D = 3$ and $m\angle BAC = 55^\circ$. Round to the nearest hundredth.



- (a) 5.21
- (b) 10.42
- (c) 13.48
- (d) 16.46
- (e) 13.39

ANSWER EXPLANATIONS — Correct answer: D — The first step is to find one of the other sides of the triangle. The easiest is AB. Since we have the side adjacent (next to) the angle we know, we can use cosine. Cosine of an angle = (adjacent) ÷ (hypotenuse) The setup is $\cos 55^\circ = \frac{3}{AB}$ Multiplying AB to the left gives $(AB) \cos 55 = 3$ Dividing by $\cos 55$ gives $AB = \frac{3}{\cos 55^\circ}$ Using a calculator gives us $AB = 5.23$ Since $AB = BC$, we know that $AB + BC = 10.46$. Also, since $AD = DC$, we know that $AD + DC = 6$ Therefore, the sum of all three sides is 16.46.

8. **(Geometry)** — Which segment is congruent to \overline{BE} ?

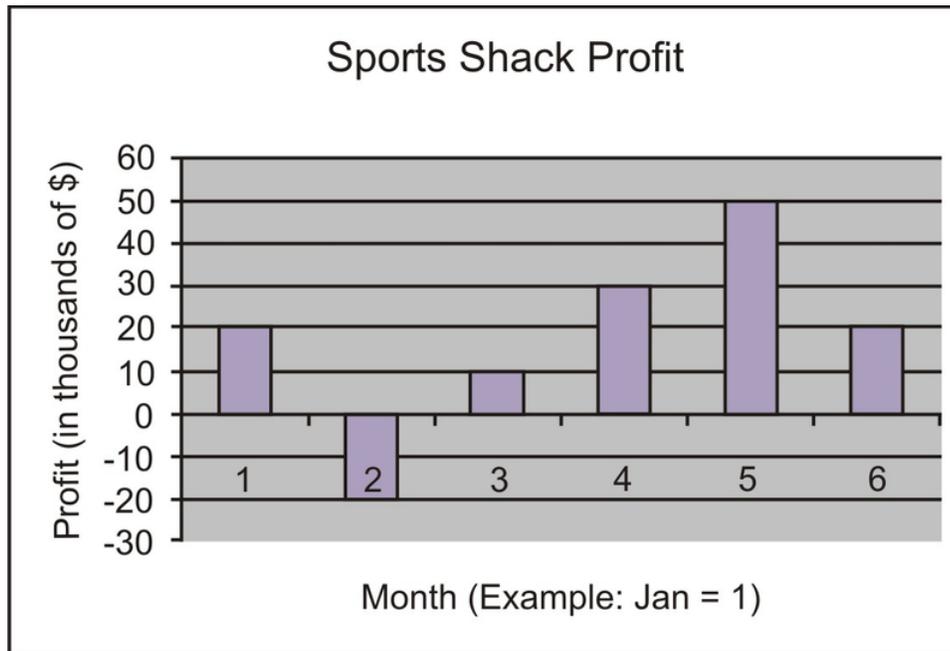


- (a) DE
- (b) AC
- (c) BD
- (d) CE
- (e) AE

ANSWER EXPLANATION Correct answer: D Congruent segments (or shapes of any kind) are exactly equal in length. The only segment in the diagram that we know is the same as BE is CE. Incorrect answers:

A, E: Incorrectly assuming diagonals of a parallelogram are all equal B, C: Incorrectly assuming that the sides of the parallelogram are the same as BE just because they look like they are - never assume two segments are congruent just because they look like it. D: Correct answer

9. **(Probability and Statistics)**

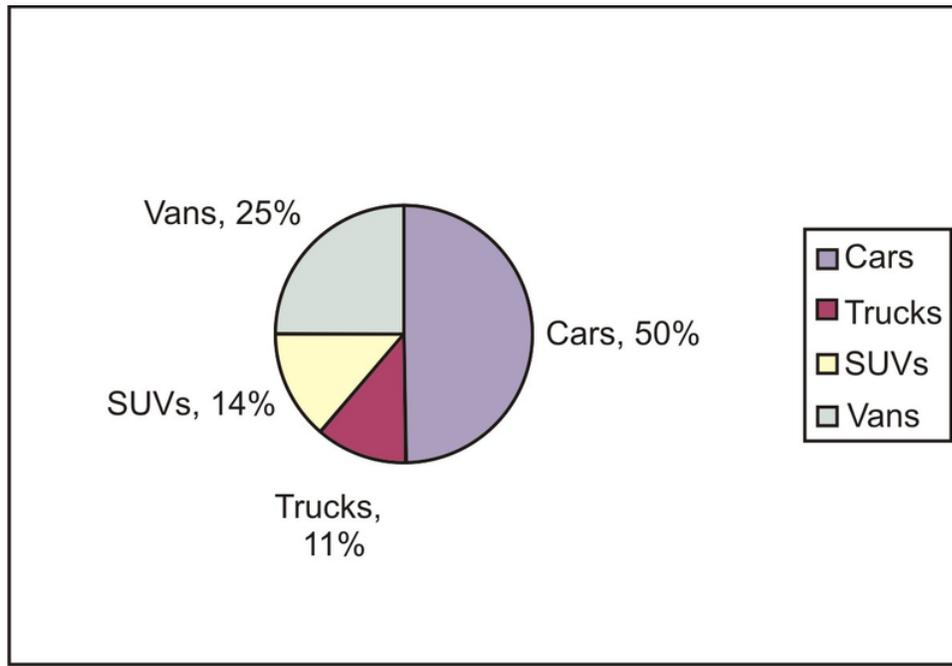


According to the graph, the greatest change in the profit of the Sports Shack occurred between which two consecutive months?

- (a) January and February
- (b) February and March
- (c) March and April
- (d) April and May
- (e) May and June

ANSWER EXPLANATION — The profit in January was \$20,000. The profit in February was $-\$20,000$. This represents a change in profit of $-\$40,000$, which is the greatest that the graph shows.

10. **(Probability and Statistics)** — An automobile company made 36,000 automobiles in the proportions shown in the table below.



How many of the automobiles produced were either SUVs or vans?

- (a) 39
- (b) 9,000
- (c) 5,040
- (d) 14,040
- (e) 18,000

ANSWER EXPLANATION — SUVs and vans, together, made up $25\% + 14\% = 39\%$ of the total production.

39% of 36,000 autos is found by $0.39 \times 36000 = 14040$.

CHAPTER

2

SAT Prep - 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 each question in this section, select the best answer from among the choices given. Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

1. **(Sentence Completion)** — Michelle sought _____ from her new peers who she wanted to like her on the first day of high school, but instead she found herself quietly _____ for the familiarity and warmth of middle school.
- (a) condemnation...aching
 - (b) approbation...clamoring
 - (c) perdition...yearning
 - (d) acceptance...repining
 - (e) repudiation...longing

ANSWER EXPLANATION — Clearly Michelle sought acceptance by her peers like most students. This is evidenced by her desire to be well-liked and the context of starting high school, a place that almost every freshman wants to feel comfortable. Therefore, Michelle would not want to be condemned/repudiated, nor would she want to reach perdition. Therefore, she either sought approbation or acceptance. But was she crying out for familiarity or was she internally yearning for it? “Repining” is a better description of how she felt strictly because she had to be longing for something “quietly.” Choice D is the best answer.

2. **(Sentence Completion)** — Nearly half of the entire student body traveled to New Orleans to rebuild communities and construct homes from scratch; other members of the student body worked on a more finite project by restoring _____ homes in the urban district that were falling apart.
- (a) demolished
 - (b) derelict
 - (c) effervescent
 - (d) dilapidated
 - (e) mediocre

ANSWER EXPLANATION — The correct answer choice here will describe houses “that were falling apart.” You can eliminate everything except D because of the following: The houses still stand, are not “irresponsible”, do not give off bubbles/gas and are not described in terms of comparison to other houses. These reasons cut out A, B, C and E. Rather, the houses were “falling apart” so they were “damaged, decayed,” or dilapidated. Choice D is correct.

3. **(Sentence Completion)** — Known for his loquacious speech style, Robert typically delivered _____ speeches that often used five words for concepts that could be expressed in two words.
- (a) lengthy
 - (b) vapid
 - (c) monotonous
 - (d) lively
 - (e) verbose

ANSWER EXPLANATION — Because the speech style is loquacious and the speeches use “five words for concepts that could be expressed in two words” the speeches are definitely wordy. That is what these clues are meant to tell you. No expression about the tone is provided so choice B, C and D can be eliminated and choice A is an ambiguous term in this situation. Robert could have easily been a boring speaker but for all we know he could have also been an exciting one. Choice A is ambiguous because when one says a speech is lengthy,

it could possibly just mean it was a long speech—not necessarily an excessively long speech (and therefore a wordy, or verbose, speech). It’s a tough call and fine line to draw but some questions on the SAT are just like that. Choice E is correct.

4. **(Sentence Completion)** — During the _____, which deprived the entire region of rain for two consecutive months, the town had a difficult time surviving the _____ weather that left plants withered and people parched.
- (a) monsoons...dehydrated
 - (b) scarcity...muggy
 - (c) torrent...humid
 - (d) drought...arid
 - (e) typhoon...moist

ANSWER EXPLANATION — If an area was deprived of rain, it certainly would not have experienced monsoons, torrents or typhoons that would have drenched the area. Rather the area may have experienced a scarcity or a drought. However, “scarcity” is too vague and certainly would not leave the area muggy (occurs when the area is very moist, or wet). Therefore, choice D “drought” describes a time without rain and clarifies why the weather would be “arid” (hot, dry).

5. **(Sentence Completion)** — It is better to be _____, allowing people to approach you and gradually making friends, than being a _____ and talking presumptuously to get people’s attention and false respect.
- (a) undaunted...peddler
 - (b) diffident...swashbuckler
 - (c) reserved...charlatan
 - (d) assertive...entrepreneur
 - (e) valiant...swindler

ANSWER EXPLANATION — In questions with 2 blanks, there will almost always be hints or even direct definitions of the missing words that you can use. Even if you don’t know what some words mean, these clues can help you eliminate some answers. Use the clue “allowing people to approach you and gradually making friends.” A person like this is rather shy and cautious, which only leaves choice B and C. The other choices would be appropriate if you took the initiative and approached people instead. Between B and C, you really need to know your vocabulary. By definition, a “swashbuckler” is one who is a swaggering swordsman or daredevil, while a “charlatan” is one who tells stories as if he or she knows more than he or she actually does. Obviously “charlatan” matches the context of conversation in this question. Choice C is correct.

6. **(Sentence Completion)** — Since the orator was exceeding his allotted time and lost the audience’s interest, it was up to the orchestra at the awards show to _____ his speech and guide the host to the next event.
- (a) augment
 - (b) mangle
 - (c) ravish
 - (d) curtail
 - (e) accommodate

ANSWER EXPLANATION — In case you were not aware of the way that the music at many awards shows curtail, or cut off, speeches, then you must pay attention to the fact that the orator needed to be cut off (passed allowed time, bored audience). The only choice that means “to cut off” is Choice D “curtail.” The orchestra would not lengthen the speech, nor would it be directly responsible for “ruining” the speaker’s presentation (eliminate A, B, C). So is the orchestra accommodating or does it curtail, or cut off, the speech? Typically “accommodate” has a positive connotation, or feeling, and the orchestra is not making adjustments to better suit the speaker. Choice D “curtail” captures the actions of the orchestra and is correct because it cut the speaker off.

7. **(Reading Comprehension)** — Technology is rapidly expanding the scope of capabilities for both professional and personal use; such is the case with smart phones. Professionals now have devices available to them capable of digital media, internet access, phone communication, multi-person scheduling and office tools for documents and presentations. Businesspeople that are often mobile may maximize the use of these critical

features on smart phones. Individuals who simply enjoy the luxury of multi-function devices often use these devices for frivolous pursuits such as downloading catchy ring tones, instant messaging about the latest gossip and looking up the world record for most cans crushed on one's head during the Superbowl. This fusion of capabilities and increased availability of such devices could be a sign of a growing blend in society between work and personal life, or individuals could simply be taking a luxurious approach to their connectivity in personal lives. The term "frivolous" implies that the author

- (a) is fascinated by the endless capabilities on smart phones.
- (b) hopes that technology ceases to expand its scope.
- (c) believes that the average individual does not need a smart phone.
- (d) has a smart phone.
- (e) wants to see more developments added to smart phone technology.

ANSWER EXPLANATION — Based on the contextual description of trivial uses and knowledge, "frivolous" means useless or unnecessary. So if the author believes that individuals not involved in business are unnecessarily using smart phones, that the author would think that these people do not need smart phones (choice C). The author makes no mention of their specific hopes for how the technology will turn out in the future, so choice B and choice E can be eliminated. The author's matter-of-fact tone allows you to rule out "fascination" (choice A), and there is no evidence to support whether or not the author has a smart phone (choice D). Choice C is the best option.

8. **(Reading Comprehension)** — What is the purpose of the conclusion sentence?
- (a) Draw a conclusion about what we know smart phones can do
 - (b) Assume where technology is headed and how it will affect society
 - (c) Comment on human connectivity through the use of smart phones
 - (d) Predict how the government will regulate and guide future technology
 - (e) Present two possible explanations for the growing popularity of smart phones

ANSWER EXPLANATION — The conclusion sentence states two possible paths that could explain the arrival of a growth in smart phone popularity. These two suppositions are guesses at what is causing this trend. Because the author injects minimal bias and leaves the answer to the reader's interpretation, the author is simply presenting explanations as choice E indicates. The other choices are either irrelevant or insufficiently supported by text evidence.

9. **(Reading Comprehension)** — Greek mythology is a vehicle that uses mythological characters and creatures to teach people about the dangers, beauties and possible outcomes of life. In many myths, characters face moral dilemmas involving honor and practicality. The protagonists of epics face creatures that represent values and challenges such as respect, temptation and redemption. How has Greek mythology inevitably evolved with time and new story tellers? Scholars that have interpreted Greek mythology seek to maintain the universal values conveyed in these stories, while ensuring the validity of adapting these stories to their own distinct cultures. It is up to each reader to seek their own truths and learn from epic Greek mythology as best they can. According to the author's description, which of the following is most likely to be a message from Greek mythology?
- (a) Love is difficult, but it will last if the lovers are meant to be together.
 - (b) Resisting temptation and immediate gratification will lead to ultimate success.
 - (c) It is important to keep track of your personal history.
 - (d) Passing down Greek mythology has taken on a new form since oral records faded.
 - (e) It is not the fastest, but the longest lasting that wins the race.

ANSWER EXPLANATION — Although almost each of these messages (except choice D!) is valid and could be interpreted from Greek mythology, only one fits the author's description. The author explicitly mentions "dangers," "outcomes of life" and "temptation. Choice B clearly mentions temptation, which is a danger, and how it affects your outcome in life (ultimate success). Choice A and choice E are compelling choices, but the author does not make as direct of a reference to these lessons. Choice B is the best choice.

10. **(Reading Comprehension)** — Which word best describes the author's account of Greek mythology?

- (a) idealistic
- (b) pessimistic
- (c) dubious
- (d) critical
- (e) mysterious

ANSWER EXPLANATION — The author describes the high moral lessons learned from Greek mythology and how epics can instill key values in readers. Greek mythology was also rife with sexual encounters and dirty human actions. The author conveys strictly positive characteristics about epics and their utility. Clearly, the author’s account is idealistic. Choice A is the best. Because the author is neither pessimistic (choice B) nor doubtful, or dubious (choice C), one can then look at choice A, D and E. The author does not really criticize Greek mythology; in fact, the author praises it. Also, the author’s account, or description, of Greek mythology is not mysterious; although, the actual mythology may very well be mysterious. Only choice A, idealistic, captures the sentiment attached to the author’s account of Greek mythology.

CHAPTER

3

SAT Prep - 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 each question in this section, select the best answer from among the choices given. The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice In choosing answers, follow the requirements of standard written English.

1. **(Improving Sentences)** — For homes in typically colder geographic regions, it is particularly important to have effective and efficient heating systems.

- (a) For homes in typically colder geographic regions
- (b) For people in homes in typically colder geographic regions
- (c) For homes in typically cold geographic regions
- (d) People in typically colder geographic regions
- (e) Homes in typically colder geographic regions

ANSWER EXPLANATION — The problem with this sentence is that it makes sense conversationally but not in written English. You cannot just say “colder geographic regions” when there is no object of comparison. Colder compared to what? An area can easily be identified as cold without a prior standard (such as the southern regions or areas near the equator) but not “colder.” Also, it is wrong to refer to people as the subject of this sentence because the second clause states that “it is particularly important to have...heating system.” People cannot have heating systems usually. Therefore, choice C, which uses a descriptive rather than comparative term, is the best choice.

2. **(Identifying Errors)**

Usually around the month of September many teenagers feel

A

melancholy with the arrival of yet another school year; by May,

B

C

D

everyone is ecstatic. No error.

E

- (a) around the month of September
- (b) melancholy
- (c) arrival of
- (d) by May
- (e) No error

ANSWER EXPLANATION — This sentence is flawed because of the redundancy in part A. To correct the error, shorten the underlined portion to read “around September.” It is very unnecessary to prelude “September” with “the month of.” Choice A is the answer.

3. **(Identifying Errors)**

The scandals surrounding steroid use in sports has not subsided

A

B

even though time has passed because of continued use, increased

C

media exposure and deteriorating values. No error.

D

E

- (a) surrounding
- (b) has
- (c) time has
- (d) deteriorating
- (e) No error

ANSWER EXPLANATION — This sentence contains an error in choice B. The writer refers to “scandals,” a plural noun. So the verb describing such plurality must match. “Scandals...have not subsided” would be more appropriate. Just as you would not say “The other girls in my school has become more cooperative...” you must not say “...scandals...has not subsided.” Sound sentences out, and the errors will jump out at you.

4. **(Improving Sentences)** — Concerns about global warming have grown into actual efforts sanctioned by non-governmental organizations and governments that not only work to understand global warming and also to prevent it.
- (a) understand global warming and also to prevent it.
 - (b) understand global warming but also to prevent it.
 - (c) understand global warming yet also to prevent it.
 - (d) understand global warming but also to prevent its growth.
 - (e) understand global warming yet also to prevent it’s growth.

ANSWER EXPLANATIONS — The original underlined portion is incorrect because of the improper use of the “not only...but also...” structure. Only choice B and choice D use this structure, but choice D accurately adds “to prevent its growth.” The sentence began by discussing growth because global warming is a dynamic problem that has not just stagnated; it continually has changed. Choice D corrects the structure and also uses the proper possessive form of it (i.e. its).

5. **(Improving Sentences)** — High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider themselves successful.
- (a) High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider themselves successful.
 - (b) High school reunions are usually looked forward to by alumni who have worked hard since graduation and now consider themselves successful.
 - (c) Alumni who have worked hard since graduation and now consider themselves successful usually look forward to high school reunions.
 - (d) Alumnus that have worked hard since graduation and now consider themselves successful usually look forward to high school reunions.
 - (e) High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider yourselves successful.

ANSWER EXPLANATIONS — The problem with this sentence is that it uses the passive voice and a mistaken pronoun to refer to people (i.e. that). Choice C and choice D change the passive voice to the active voice by writing that the alumni commit the action, rather than writing that the action was committed by the alumni. Also, choice D mistakenly changes “alumni” (plural) to “alumnus” (singular). Choice C is the best choice because “alumni” is plural as it should be based on the logic of the sentence (not just one person looks forward to high school reunions) and the active voice is properly implemented.

6. **(Improving Sentences)** — Lockers in schools are often dilapidated, making student’s valuables susceptible to theft.
- (a) making student’s valuables susceptible to theft

- (b) which makes student’s valuables susceptible to theft
- (c) that makes student’s valuables susceptible to theft
- (d) that makes students’ valuables susceptible to theft
- (e) making students’ valuables susceptible to theft

ANSWER EXPLANATIONS — This sentence is wrong because of a possession error. Not just one student possesses lockers and many valuables. The sentence refers to “lockers in schools,” and your typical student doesn’t just have a ton of lockers to choose from! Because multiple entities (i.e. people) possess the valuables referred to, the clause needs to become “making students’ valuables susceptible to theft.” Choices A, B and C all fail to correct this possession error, and choice D mistakenly places “that” after the comma when “which” would be the only appropriate way to begin the descriptive clause. If there was no comma or a replacement semi-colon preceding (coming before) “that” then the sentence would have been okay. Only choice E corrects the possession error and makes a fitting descriptive clause.

7. **(Improving Sentences)** — Natural disasters have been increasingly effecting nearly every part of the world in the past decade with catastrophic tornadoes, hurricanes and tsunamis.
- (a) have been increasingly effecting
 - (b) has been increasingly effecting
 - (c) have been increasingly affecting
 - (d) will be increasingly effecting
 - (e) will be increasingly affecting

ANSWER EXPLANATIONS — The only problem with the underlined portion of this sentence is the use of the word “effecting” instead of “affecting.” When an object/s undergoes changes, these changes are effects such as in the following sentence: John’s excellent attendance at school has had positive effects on his education. However, in the verb form, “effects” turns into “affects” such as in the following sentence: John’s excellent attendance has affected his education. Noun (effect) vs. verb (affect). Only choice C and choice E properly used “affecting” but choice E uses the future tense when the sentence clearly describes an occurrence of the past (“...in the past decade...”). Choice C is correct.

8. **(Identifying Errors)**

Many students that take rigorous English courses in high school

A

B

spend time analyzing and interpreting prose and poetry by

C

well-respected writers. No error.

D

E

ANSWER EXPLANATIONS — This sentence refers to English courses taken by high school students. Whenever there is a description of a person or people, the pronoun “who” must be used. Students are not inanimate objects like fruit-flies or an avocado. Therefore, part A should be replaced by “who” in the place of “that.” English should always be capitalized because it is a language, “prose” is a form of writing just like poetry and “well-respected” is an adjective that is appropriate to describe writers.

9. **(Identifying Errors)**

I was so worried about the test results that came back yesterday

A

B

afternoon, but as it turns out Maria was more worried than me.

C

D

No error.

E

ANSWER EXPLANATION — The error is choice D. “Me” can be used if it is an object that is affected, but not if an action is being performed. At the end of this sentence, the word that replaces me (i.e. I) needs to be “worried.” Which sounds more correct, “Me was worried.” or “I was worried.”? Oftentimes questions such as these identifying the error writing questions on the SAT will demand you to apply critical thinking and place the word in a different context than its original context in order to test the meaning and how the word fits. Change “me” to “I” in order to fix this sentence; choice D is the answer.

10. **(Improving Sentences)** — For every song that is a hit, it is critical to have a quality “beat” and quality lyrics; however, music companies hire professional producers and song writers.

- (a) however
- (b) therefore
- (c) nevertheless
- (d) and
- (e) yet

ANSWER EXPLANATIONS — The underlined portion of this sentence is wrong because the conjunction “however” needs to properly reflect the supporting nature of the second clause—NOT a contrasting relationship. Choice A, C and E all reflect a contrasting relationship when a supporting and united relationship should be here. Choice B and D are left. Choice B is best because the initial clause creates a premise (the requirements for a good song) that the second clause needs to support (how these requirements are met); therefore is the ideal transition for this type of cause-effect relationship.

CHAPTER

4

SAT Prep - Answer Key

Chapter Outline

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

4.1 Math Answers

- a. c
- b. b
- c. e
- d. 125
- e. a
- f. b
- g. d
- h. d
- i. a
- j. d

4.2 Reading Answers

- a. d
- b. d
- c. e
- d. d
- e. c
- f. d
- g. c
- h. e
- i. b
- j. a

4.3 Writing Answers

- a. c
- b. a
- c. b
- d. d
- e. c
- f. e
- g. c
- h. d
- i. d
- j. b