



TEST PREP AND
ADMISSIONS

SAT^{®*}

**Sample Test 2
Answers & Explanations**

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Section 1 (Writing—Essay)

Grade 6 Essay

A change of scenery will do little to help a person change and grow unless that person is open to the idea of change. A change of location or of social group is not what is necessary for people to grow and develop. What is necessary is a mental willingness to discover new things and change your outlook.

In our global community, information about people and cultures all over the world are easily accessible. Almost every community has a library where patrons can find a book or magazine on just about any topic that might interest them. In addition to the wealth of information available at the library, many people have satellite television with upwards of 300 channels, many of them international channels. Beyond these resources, the Internet is available to help people from all around the world connect with each other. Without leaving my room, I can correspond with people from all over the globe and have access to a seemingly endless stream of information. As long as I am willing, I can find more possibility for change and new influences in my own community than I could find by visiting another country by myself or by moving to another city.

*Even if you never leave your hometown, new people can come into your life and help you change and grow. There are many examples of this in literature. The first one that comes to mind is Celie in Alice Walker’s *The Color Purple*. Celie is abused and disregarded by her husband, and for a long time she just accepts it. Then Shug, a vibrant and independent woman, comes into Celie’s life and helps her learn to see her own beauty, worth, and potential. Celie is able to change not because she left her familiar environment but because she was mentally open to change when opportunity came to her.*

*Another literary example comes from *Plainsong*. In this novel, a teenager named Victoria is pregnant and alone. Her mother has thrown her out of the house. Fortunately, Victoria has a caring teacher who arranges for Victoria to stay with two elderly brothers who run a farm. The brothers have lived at the farm their whole life, and very little has changed for them. Indeed, they have gone through the same routines year after year after year. However, they open their house and their hearts to Victoria, and they grow into a family. They didn’t need to leave their familiar situation to change. They just needed to open their lives to someone else.*

One of the constant things in life is change. We begin as infants and change to children, teenagers, and finally adults. We marry, have children of our own, age, and eventually die. Our family and friends can support us through changes and new influences, not necessarily hinder us. The requirement for change is not travel or isolation from familiar people and things. Instead, the requirement is the desire to experience and incorporate new experiences, information, and people into your life outlook.

Grader’s Comments: This essay thoughtfully addresses the Prompt assignment and remains focused on the issue in each paragraph. The writer states her position clearly in the opening paragraph and reiterates it in her conclusion.

The essay’s organization is clear, with an introduction, three body paragraphs, and an effective conclusion. Transitions are used successfully throughout the essay, helping the reader navigate the writer’s argument.

Each of the three body paragraphs presents a distinct, relevant example in support of the writer’s position. The writer develops each example fully and ties the information in each body paragraph back to the position stated in the thesis sentence.

This writer demonstrates strong language skills, with some variety in sentence structure and SAT-level vocabulary (*patrons, correspond, vibrant, hinder, isolation*). Errors are minor—a subject–verb agreement error in the first sentence of paragraph 2 (“information...are”), a noun agreement error in sentence 5 of paragraph 4 (“brothers have lived...their whole life”)—and do not impact readability or clarity.

Grade 4 Essay

If a person stays in one place their whole life, they will always stay pretty much the same. To be open to different experiences, you have to leave home and try life on your own. The benefits of leaving home for new experiences are clear and a part of our culture.

The majority of high school seniors leave their parents homes after graduation. Some join the military to learn new skills, travel to new places, and support and defend their country. Being in the military really changes people. The mother of a good friend of mine served in Iraq in Desert Storm in 1991. She told us that it is no longer possible for her to take for granted the things we are free to do in America. Had she not had this experiences, she might never have developed this new appreciation for what it means to be an American.

An even bigger portion of graduates leave home to go to college. This is also a true test of independence. You have to take on multiple responsibilities, taking over what your parents used to do for you. When you're making your own decisions and not just trying to please your family, you are freer to follow a path of your own choosing.

Leaving home also frees you from others expectations of you. People can be more open to new experiences when other people haven't prejudged them. If you're known as a great athlete now, new people won't have the stereotype of you as a dumb jock and you'll be freer to show your smarts in classes.

The world is filled with examples of people who left home become successful people. For example, Frank McCourt had to leave his home in Ireland. If he had stayed in Ireland, he would of ended up as a mail carrier barely getting by. But because he took a risk and left for America, McCourt gained new experiences and met new people, leading to his great success as an author.

In conclusion, you just don't find out who you are and what you can do until you're on your own, making your own decisions around people who don't have set ideas about you.

Grader's Comments: The essay answers the question posed by the Prompt and remains focused on the issue in each paragraph. The organization of the essay is clear, with a straightforward introduction, four body paragraphs, and a brief conclusion. Some transitions are used to indicate how ideas connect and build upon each other.

In the four body paragraphs, the writer presents distinct reasons in support of his position. However, although his first example is specific and well developed, the second relies on generalities rather than concrete details, and he barely introduces the third. Better time management with more time spent on a Plan would have helped this writer create a stronger essay.

The writer successfully varies sentence structure throughout the essay, but his vocabulary is relatively basic, and "show your smarts" in paragraph 4 is too casual for a formal essay. There are several errors, including pronoun shifts in paragraph 1, a missing apostrophe in "parents" and "this experiences" in paragraph 2, a missing apostrophe in "others" and the misspelling of "expectations" in paragraph 4, and the incorrect construction "would of" in paragraph 5. However, these errors do not seriously detract from the essay.

Grade 1 Essay

Does a person have to go without familiars in order to be open to influences and to change? Obviously yes. That's why your supposed to leave your parents house after finish high school. You have to go have your own life seperate from them.

But your family will always be there for you. And you should always be there for your family. I don't think there is anything that more important then family. And friends too. So when you go away you need to keep in touch with your family and friends because they help make you who you are.

New things are important to have and be new places. Don't forget were you come from though. That's what makes you you.

Grader's Comments: This essay answers the Prompt question, but does little else. There is no support provided for the writer's position, and the essay is much too brief to earn a strong score.

The essay shows some attempt at organization. The first paragraph introduces the issue, using Keywords from the Prompt, and states the author's position. The second paragraph serves as the body of the essay, though it offers little support for the writer's position. The third paragraph functions as a conclusion, summarizing the writer's point of view. Some transitions are used, but in a way that often creates sentence fragments.

The essay provides no real support for its position. There is no discussion of why it is "obvious" that people need to leave familiar environments to be open to change. In fact, most of the body paragraph seems to be in favor of maintaining a strong connection with familiar environments and people.

The essay uses simple vocabulary and there are several sentence fragments. "Familiars," "you're," "separate," and "where" are misspelled. In paragraph 1, "after finish high school" should be *after finishing high school*. In paragraph 2, "anything that more important then" should read *anything that is more important than*. The sentence "New things are important to have and be new places" in paragraph 3 does not make sense. Cumulatively, these errors make the essay difficult to follow.

Section 2 (Math)

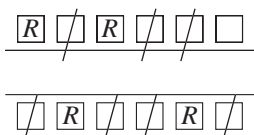
1. **D** **Category:** Equations
Difficulty: Low
Strategic Advice: Solve for x by isolating it on one side of the equation.
Getting to the Answer:

$$\begin{aligned} 0.0645 &= (0.00645)x \\ \frac{0.0645}{0.00645} &= x \\ \frac{6,450}{645} &= x \\ 10 &= x \end{aligned}$$

2. **C** **Category:** Data Analysis
Difficulty: Low
Strategic Advice: Make sure you read the question stem and the chart itself carefully so you find the right information.
Getting to the Answer: There are only two times the baby panda lost weight: between September and October and between November and December. Between September and October, the baby panda's weight went from 25 pounds to 15 pounds, so it lost $25 - 15 = 10$ pounds. Between November and December, the baby panda's weight went from 20 pounds to 15 pounds, so it lost $20 - 15 = 5$ pounds. The 10-pound weight loss was greater than the 5-pound weight loss, so the greatest weight loss was between September and October.

3. **E** **Category:** Equations
Difficulty: Medium
Strategic Advice: Plug the given values into the equations and solve carefully.
Getting to the Answer: First, plug $u = 1$ and $v = 2$ into the equation for b .
 $b = 2uv = 2(1)(2) = 4$
 Now, plug $b = 4$ and $v = 2$ into the equation for a .
 $a = b(v + 1) = 4(2 + 1) = 4(3) = 12$
 (E) is correct.

4. **D** **Category:** Logic
Difficulty: Medium
Strategic Advice: No one else will see your test booklet, so use it to work out the problems. Add information to figures or draw your own.
Getting to the Answer: Cross out all the squares that are either next to the squares labeled R or directly across from the squares labeled R . These cages cannot contain rabbits.



As you can see, seven squares are crossed out. Therefore, seven cages cannot contain rabbits. (D) is correct.

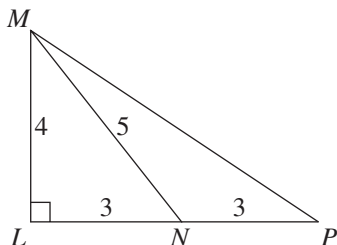
5. **E Category:** Functions
Difficulty: Medium
Strategic Advice: For Roman numeral questions, eliminate wrong answer choices after evaluating each Roman numeral.
Getting to the Answer: Statement I appears in the most answer choices, so start by evaluating it.
 I. $f(-3) = (-3)^2 - 4 = 9 - 4 = 5$
 $f(3) = (3)^2 - 4 = 9 - 4 = 5$
 Since $f(-3)$ equals $f(3)$, I must be included in the correct answer choice. Eliminate (B) and (C).
 II. $f(-3) = (-3)^3 - 4 = -27 - 4 = -31$
 $f(3) = (3)^3 - 4 = 27 - 4 = 23$
 These aren't equal, so II isn't part of the correct answer choice. Eliminate (D).
 III. $f(-3) = (-3)^4 - 4 = 81 - 4 = 77$
 $f(3) = (3)^4 - 4 = 81 - 4 = 77$
 These are equal, so III works and (E) is correct.
6. **B Category:** Angles
Difficulty: Low
Strategic Advice: Whenever you see intersecting lines, look for vertical and supplementary angles.
Getting to the Answer: Since the angles x° and y° make up a straight line, they sum to 180° .
 $x + y = 180$
 $x = 180 - y$
 (B) is correct.
7. **E Category:** Percents
Difficulty: Medium
Strategic Advice: Since there are variables in the answer choices, Picking Numbers will work well here.
Getting to the Answer: Let $n = 4$ and $m = 10$. Plug the values into the percent formula, $\text{percent} = \frac{\text{part}}{\text{whole}} \times 100\%$, to find out what percent of $4m$ n is. Note that $4m$ is the whole and n is the part.
 $\text{percent} = \frac{n}{4m} \times 100\% = \frac{4}{4(10)} \times 100\% = \frac{400\%}{40} = 10\%$
 Now see which answer choice matches this.
 (A) $\frac{1}{400(4)(10)}\% = 0.0000625\%$. Eliminate.
 (B) $\frac{4(10)}{100(4)}\% = 0.1\%$. Eliminate.
 (C) $\frac{400(10)}{(4)}\% = 1,000\%$. Eliminate.
 (D) $\frac{400(4)}{(10)}\% = 160\%$. Eliminate.
 (E) $\frac{100(4)}{4(10)}\% = 10\%$. This is the correct answer choice.

8. **A** **Category:** Triangles

Difficulty: Medium

Strategic Advice: Add the information given in the question stem to the figure. Stay on the lookout for Pythagorean Triplets and other special triangles.

Getting to the Answer: Since $ML = 4$, $MN = 5$, and $\angle MLN$ is a right angle, you know $LN = 3$, since $\triangle MLN$ is a 3 : 4 : 5 triangle. You also know that N is the midpoint of \overline{LP} , so $LP = 2(LN) = 2(3) = 6$.



Now that you know the lengths of \overline{ML} and \overline{LP} , you can use the Pythagorean Theorem to determine the length of \overline{MP} .

$$\begin{aligned}(ML)^2 + (LP)^2 &= (MP)^2 \\ 4^2 + 6^2 &= MP^2 \\ 16 + 36 &= MP^2 \\ 52 &= MP^2 \\ MP &= 2\sqrt{13} \text{ (approximately 7.21)}\end{aligned}$$

9. **C** **Category:** Functions

Difficulty: Medium

Strategic Advice: Determine which equation is true for all pairs in the table by plugging in values from the table.

Getting to the Answer: Check the answer choices. For the first pair ($x = 0$, $y = 200$), all five equations are true. Try the second pair ($x = 0.5$, $y = 300$).

- (A) $y = 200 + 0.5 = 200.5 \neq 300$. Eliminate.
 (B) $y = 200 + 100(0.5) = 200 + 50 = 250 \neq 300$. Eliminate.
 (C) $y = 200 + 200(0.5) = 200 + 100 = 300$. Keep it.
 (D) $y = 200 + (0.5)^2 = 200 + 0.25 = 200.25 \neq 300$. Eliminate.
 (E) $y = 200 + 200(0.5)^2 = 200 + 50 = 250 \neq 300$. Eliminate.

10. **E** **Category:** Ratios

Difficulty: Medium

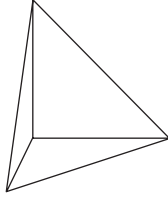
Strategic Advice: When you set up a proportion, be sure the same units are in the numerator and denominator of each side.

Getting to the Answer: The ratio between 0.7 inches on the map and 2.5 actual miles is the same as the ratio between 3.5 inches on the map and the actual distance between the cities. Call the distance d and set up a proportion:

$$\begin{aligned}\frac{0.7 \text{ inches}}{2.5 \text{ miles}} &= \frac{3.5 \text{ inches}}{d \text{ miles}} \\ 0.7d &= 3.5(2.5) \\ 0.7d &= 8.75 \\ d &= \frac{8.75}{0.7} \\ d &= 12.5 \text{ miles}\end{aligned}$$

11. **A** **Category:** Averages
Difficulty: Medium
Strategic Advice: Use the average formula, $\text{average} = \frac{\text{sum of terms}}{\text{number of terms}}$, to your advantage; you do not need to do a great deal of math for this problem.
Getting to the Answer: There are seven integers with an average of 7. You can find their sum by using the average formula.
- $$7 = \frac{\text{sum}}{7}$$
- $$49 = \text{sum}$$
- Subtract the five known integers from 49 to find that x and y must add up to $49 - (2 + 5 + 6 + 11 + 13) = 49 - 37 = 12$. You can then determine the possible combinations of two integers that add up to 12. Eliminate any combination that repeats a number in the set, since all of the integers must be distinct.
- 1 and 11 can be eliminated because 11 is already an integer in the set.
 2 and 10 can be eliminated because 2 is already an integer in the set.
 3 and 9 are possible values of x and y .
 4 and 8 are possible values of x and y .
 5 and 7 can be eliminated because 5 is already an integer in the set.
 6 and 6 can be eliminated because these two digits are not distinct from each other.
- The only two possible sets of numbers are 3 and 9 or 4 and 8. Put the numbers given in the question stem in ascending order to find the median, or middle number. If you use 3 and 9 as x and y , the median is 6.
 2, 3, 5, 6, 9, 11, 13
- If you use 4 and 8 as x and y , the median remains 6.
 2, 4, 5, 6, 8, 11, 13
- No matter which possible integers are used for x and y , the median is 6, so (A) is correct.
12. **E** **Category:** Equations
Difficulty: Medium
Strategic Advice: Picking Numbers works well on word problems with variables in the answer choices.
Getting to the Answer: Say $n = 10$ and $c = 6$. Then Mary puts $16 - c = 16 - 6 = 10$ cookies on each sheet. Since she uses $n = 10$ sheets, she makes $10(10) = 100$ cookies. Now, check the answer choices:
- (A) $16 + 10 - 6 = 20 \neq 100$. Eliminate.
 (B) $\frac{16}{6 + 10} = 1 \neq 100$. Eliminate.
 (C) $16(10) - 6 = 154 \neq 100$. Eliminate.
 (D) $16(10) - 16(6) = 160 - 96 = 64 \neq 100$. Eliminate.
 (E) $16(10) - (6)(10) = 100$. Correct.
13. **B** **Category:** Solids
Difficulty: Medium
Strategic Advice: Solids questions often ask you to count lines or angles. Drawing a picture can help.

Getting to the Answer: sketch a pyramid with a triangular base.



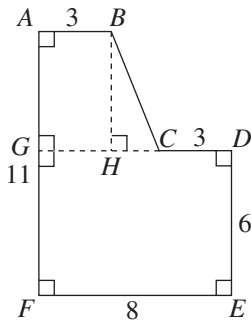
It has four triangular faces, which means that each face has three angles. The total number of angles formed by the edges is $4 \cdot 3 = 12$.

Another way to approach this problem is to consider the corners of the pyramid. There are four corners, each of which is a vertex of three angles. Therefore, there are $4 \cdot 3 = 12$ angles.

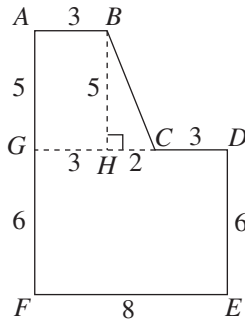
14. **D** **Category:** Polygons
Difficulty: Medium

Strategic Advice: Break complex figures into smaller shapes that are easier to work with.

Getting to the Answer: This figure can be broken into one large rectangle, one small rectangle, and one right triangle. Point labels have been added to make this figure easier to describe.



You know that $AF = 11$, and that GF must equal DE since they are opposite sides of a rectangle. The larger rectangle therefore has sides of length 6 and length 8. $AG = AF - GF = 11 - 6 = 5$, so the smaller rectangle has side lengths 3 and 5. The height of the right triangle equals the long side of the small rectangle, 5. The base of the right triangle is $CH = DG - CD - GH = 8 - 3 - 3 = 2$. Now you know all of the sides of each smaller geometric figure.



The area of the entire figure is equal to the sum of the areas of the larger rectangle, the smaller rectangle, and the triangle.

Area of larger rectangle:

$$A = w/l$$

$$A = (8)(6)$$

$$A = 48$$

Area of smaller rectangle:

$$A = wl$$

$$A = (3)(5)$$

$$A = 15$$

Area of triangle:

$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2}(2)(5)$$

$$A = 5$$

Total area:

$$48 + 15 + 5 = 68$$

15. **A** **Category:** Percents

Difficulty: High

Strategic Advice: If variables make the problem too complex, you can Pick Numbers.

Getting to the Answer: The percentage of the total points that David gets is $\frac{\text{points David gets}}{\text{total points possible}} \times 100$. Since David completed the entire test, he earned a points from part A. For part B, he answered all c questions, but only got points for 80% of them. Since each correct question is worth b points, David earned $0.80bc$ points on part B. Put this information into the equation for the percentage of total points.

$$\frac{a + 0.80bc}{40} \times 100$$

That matches (A).

If the variables confuse you, use Picking Numbers. Be sure that your numbers result in 40 total possible points. For instance, if part A is worth 20 points, and there are 10 questions in part B, each of which is worth 2 points when answered correctly, then the total number of available points is 40. If David answers 80% of the questions in part B correctly, then that's 8 questions, each of which is worth 2 points, for a total of 16 points on part B and 20 points on part A. David's percentage

of the total points available is then $\frac{20 + 16}{40} \times 100 = \frac{36}{40} \times 100 = 90$. Plug $a =$

20, $b = 2$, and $c = 10$ into each answer choice to see which one also equals 90%.

$$(A) \frac{a + 0.80bc}{40} \times 100 = \frac{20 + 0.80(2)(10)}{40} \times 100 = \frac{20 + 16}{40} \times 100 = \frac{36}{40} \times 100 = 90$$

$$(B) \frac{0.80(a + bc)}{40} \times 100 = \frac{0.80[20 + (2)(10)]}{40} \times 100 = \frac{0.80(20 + 20)}{40} \times 100 = \frac{0.80(40)}{40} \times 100 = 80$$

$$(C) \frac{0.80abc}{40} \times 100 = \frac{0.80(20)(2)(10)}{40} \times 100 = \frac{320}{40} \times 100 = 800$$

$$(D) \frac{abc}{(0.80)(40)} \times 100 = \frac{(20)(2)(10)}{(0.80)(40)} \times 100 = \frac{400}{32} \times 100 = 1,250$$

$$(E) \frac{ab + 0.80c}{40} \times 100 = \frac{(20)(2) + 0.80(10)}{40} \times 100 = \frac{40 + 8}{4} \times 100 = \frac{48}{40} \times 100 = 120$$

The only one that works is (A).

16. **B Category:** Triangles

Difficulty: High

Strategic Advice: The height of a triangle does not have to be inside the triangle.

Getting to the Answer: Since $\angle ABC = 90^\circ$, \overline{CB} is perpendicular to \overline{AB} . That means it's also perpendicular to \overline{AD} . If \overline{AD} is the base of $\triangle ACD$, then \overline{BC} is the height. The area of a triangle is $\frac{1}{2}(\text{base})(\text{height})$, so the area of $\triangle ACD$ is $\frac{1}{2}(AD)(BC) = \frac{1}{2}(3)(10) = 15$.

17. **B Category:** Equations

Difficulty: Medium

Strategic Advice: If you're not sure how to set up an expression, Pick Numbers instead.

Getting to the Answer: At \$3.30 per mile, m miles will cost $\$3.30m$. This is added to a basic charge of \$5.00 for a total of $\$5.00 + \$3.30m$. Since the price after a 20% discount is 80% of the original amount, the total charge for an m mile ride within the city limits is $0.80(\$5.00 + \$3.30m)$.

You could also Pick Numbers. Say the ride is 10 miles. Then the taxicab costs $\$5.00 + \$3.30(10) = \$5.00 + \$33.00 = \$38.00$ before the discount. After the discount, it costs $0.80(\$38.00) = \30.40 . Plug $m = 10$ into each answer choice to see which one also equals \$30.40.

$$(A) 0.80(5.00) + 3.30m = 0.80(5.00) + 3.30(10) = 4 + 33 = 37$$

$$(B) 0.80(5.00 + 3.30m) = 0.80[5.00 + 3.30(10)] = 0.80(38) = 30.40$$

$$(C) 0.80(5.00 + 5m) = 0.80[5.00 + 5(10)] = 0.80(55) = 44$$

$$(D) 0.20(5.00) + 3.30m = 0.20(5.00) + 3.30(10) = 1 + 33 = 34$$

$$(E) 0.20(5.00 + 3.30m) = 0.20[5.00 + 3.30(10)] = 0.20(38) = 7.60$$

The only answer choice that works is (B).

18. **D Category:** Sequences

Difficulty: Medium

Strategic Advice: A sequence in which each term is a multiple of the previous term is called a geometric sequence.

Getting to the Answer: Write out the first nine terms of the sequence, then find the ratio. You might find it easier to think of the terms as powers of three instead of calculating each one.

1, 3, 9, 27, 81, 243, 729, 2,187, 6,561...

$3^0, 3^1, 3^2, 3^3, 3^4, 3^5, 3^6, 3^7, 3^8...$

The ratio between the 9th and 4th term is $6,561 : 27$, or $3^8 : 3^3$. That simplifies to $3^5 : 1$, or $243 : 1$.

19. **D** **Category:** Probability

Difficulty: High

Strategic Advice: Use the probability formula, $\frac{\text{\# of desired outcomes}}{\text{\# of possible outcomes}}$.

Getting to the Answer: The first digit of the three-digit integer must be even, so there are only three possibilities for the first digit (2, 4, or 6). The second digit in the three-digit integer must be odd, so there are only three possibilities for the second digit (1, 3, or 5). Since the first digit is even and the second digit is odd, the sum of the first two digits is even + odd = odd. For the sum of all three digits to be even, the third digit must be odd, since odd + odd = even. There are only two choices for the third digit because it must be odd and distinct from the other digits; one odd digit has already been used in the second position. Therefore, there are a total of $3 \times 3 \times 2 = 18$ total possible lottery numbers. Only one of the numbers is 251, so the probability that a randomly selected number will be 251 is $\frac{1}{18}$.

If you weren't sure how to calculate the number of three-digit numbers that fulfilled the rules in the question stem, you could have listed them. If you use this method, you should save the question for the end of the section since it is time-consuming. The possible lottery numbers are:

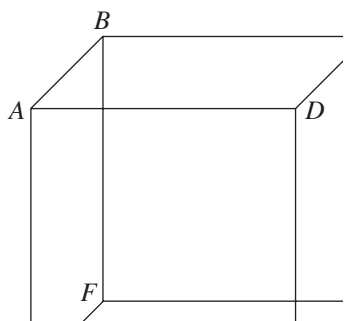
213	413	613
215	415	615
231	431	631
235	435	635
251	451	651
253	453	653

20. **B** **Category:** Solids

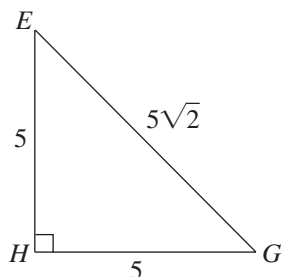
Difficulty: High

Strategic Advice: Break this three-dimensional object into simpler two-dimensional shapes.

Getting to the Answer: The area of a triangle is $\frac{1}{2}(\text{base})(\text{height})$. Once you know the base and height of $\triangle CEG$, you have enough information to find the area.



Since \overline{CG} is perpendicular to the base of the cube, $\triangle CEG$ is a right triangle. The base of $\triangle CEG$ is GE , which is the hypotenuse of the right triangle GEH . Since GH and EH both equal 5, you can either use the Pythagorean Theorem or your knowledge of special triangles to find GE .



A right triangle with legs of the same length is a 45–45–90 triangle with sides in the ratio $x : x : x\sqrt{2}$. Since the legs are length 5, the hypotenuse is length $5\sqrt{2}$. If you don't remember this, you can use the Pythagorean Theorem.

$$a^2 + b^2 = c^2$$

$$5^2 + 5^2 = GE^2$$

$$25 + 25 = GE^2$$

$$50 = GE^2$$

$$\sqrt{50} = GE$$

$$5\sqrt{2} = GE$$

The height of $\triangle CEG$ is CG , which you know is 5. Since you know the base and height of $\triangle CEG$, you can find its area.

$$A = \frac{1}{2}bh$$

$$A = \frac{1}{2}(GE)(CG)$$

$$A = \frac{1}{2}(5\sqrt{2})(5)$$

$$A = \frac{25\sqrt{2}}{2}$$

Section 3 (Critical Reading)

1. **B** **Category:** Definition
Difficulty: Low
Strategic Advice: Use the keywords and the relationship between the blanks to inform your prediction.
Getting to the Answer: What do “curfew rules” do? They *restrict* where teens can go, which will *limit* their freedom.
(A) Although “govern” might be tempting, “liberate” is the opposite of what you’re looking for.
(C) “Prescribe” might work for the first blank, but “juxtapose” doesn’t make sense in the second blank.
(D) While both “nullify” and “suspend” have negative charges, they do not relate to the specifics of the sentence.
(E) “Promote” is the opposite of what you’re looking for in the first blank, and “equalize” doesn’t work in context.
prescribe: to lay out; to detail as a guide
juxtapose: to place next to, especially for purposes of comparison or contrast
nullify: to invalidate; to void
2. **A** **Category:** Cause-and-Effect
Difficulty: Low
Strategic Advice: Keywords can lead you to a strong sense of charge for the missing word.
Getting to the Answer: George won the election but “ignored” his friends and “shrugged” his shoulders; you need something negative for the blank, like *worried* or *upset*.
(B) “Euphoric” is the opposite of your prediction.
(C) Whether or not George felt “decisive” has no bearing on his reaction or on the amount of work his new position will require.
(D) While “jaded” has the negative charge you’re looking for, it doesn’t make sense to say that George was worn out by a position he hasn’t yet assumed.
(E) It doesn’t make sense to say that George felt “rigorous” about the amount of work his new position would bring.
despondent: dejected
euphoric: overjoyed
jaded: wearied; worn out
3. **B** **Category:** Cause-and-Effect
Difficulty: Medium
Strategic Advice: On two-blank Sentence Completions, always determine the relationship of the blanks to each other and to the keywords.
Getting to the Answer: “Otherwise discriminating” is the key here; the audience in this context must be willing to ignore *noticeable* mistakes, so the reviewer would be silly to bother *criticizing* the show.
(A) While “obnoxious” fits the second blank, “ignore” does not make sense for the reviewer’s response.
(C) “Assess” might work for the first blank, but “harmonious” doesn’t match your prediction for the second in charge or in meaning.
(D) “Mock” is a possibility for the first blank, but “symbolic amateurism” doesn’t make sense.
(E) “Enjoy” is the opposite of your prediction for the first blank, even though

“dubious” might seem tempting for the second.
condemn: to express strong disapproval
assess: to determine value
symbolic: represented through the use of symbols
dubious: doubtful

4. **E** **Category:** Definition

Difficulty: High

Strategic Advice: Keywords and punctuation will signal a Definition Sentence Completion, in which the rest of the sentence defines the meaning of the missing word.

Getting to the Answer: You need a word that describes a relationship wherein two organisms can only survive together. In a scientific context, you might be looking for a root that means *dependent*.

(A) “Aggressive” does not fit here; it is too negative and does not match your prediction.

(B) “Neutralizing” does not make sense in context.

(C) “Organic” doesn’t convey the sense of codependency that you need.

(D) While you might describe such a relationship as “viable,” you’re looking for a word that describes mutual dependency.

organic: relating to living beings

viable: capable of succeeding

symbiotic: mutually beneficial

5. **D** **Category:** Definition

Difficulty: High

Strategic Advice: Don’t let tough vocabulary throw you; eliminate words that do not fit the context.

Getting to the Answer: You are looking to describe writers who write about new things in new ways; predict that critics would describe such writers as *innovative*.

(A) “Cerebral” is a positive descriptor, but it doesn’t fit your prediction.

(B) “Aesthetic” does not match the forward-looking context.

(C) “Biased” is too negative and does not relate to pushing boundaries.

(E) “Conventional” is the opposite of your prediction.

cerebral: brainy; intellectual

aesthetic: artistic; concerned with beauty

avant-garde: forward-thinking; original

trope: a nonliteral use of words; a figure of speech

History Paired Passages

6. **B** **Category:** Detail

Difficulty: High

Strategic Advice: For Detail questions about specific lines, paying special attention to the author’s overall purpose and how it relates to each reference will provide you with the information you need to make a strong prediction.

Getting to the Answer: Author 1 talks about “a certain danger” in studying a history that tells only “one side of a vast story.” Your prediction should be a line that opposes this idea.

(A) Misused Detail; though this may represent a different viewpoint, it does not

- “directly contradict” the statement from Passage 1.
 (C) Misused Detail; this statement develops the idea that “speaking with certainty... is futile.”
 (D) Misused Detail; again, this is development of the contradictory idea, not its statement.
 (E) Misused Detail; this statement discusses the potential gains of seeing the ideal study of history differently than Author 1, but doesn’t “directly contradict” Author 1’s ideas.
7. **D** **Category:** Global
Difficulty: Medium
Strategic Advice: For questions about tone, pay special attention to both authors’ language and overall purpose; these will be the keys to making a good prediction.
Getting to the Answer: In the opening sentence, Author 1 warns that “there exists a certain danger” in taking history “too literally,” and later advises “discretion.” Your prediction should reflect this sense of *warning*.
 (A) Distortion; neither passage seems very “objective,” as one author is attempting to undermine the importance of history while the other tries to inflate it.
 (B) Distortion; both authors seems to care deeply about their subject matter.
 (C) Distortion; there is nothing more “methodical” about one passage than the other.
 (E) Distortion; both authors seem to exhibit similar levels of care and “passion” about their respective views of history.
8. **C** **Category:** Inference
Difficulty: Medium
Strategic Advice: Inference questions ask you to read between the lines, using information from the passage to draw your own conclusions.
Getting to the Answer: Author 2 writes that “what did or did not transpire” historically is not important—what is important is the impact which history has on our views today. Your prediction should reflect the idea that Author 2 discounts “the unfortunate fact” that history is one-sided as unimportant.
 (A) Opposite; Author 2 finds this point unimportant.
 (B) Distortion; though he does not find it significant, Author 2 would not necessarily disagree with Author 1’s assessment of history’s construction by the victors.
 (D) Extreme; though he finds it unimportant, it goes too far to assume that Author 2 would find the point nonsensical or foolish.
 (E) Opposite; again, Author 2 finds the “unfortunate fact” unimportant.
9. **A** **Category:** Detail
Difficulty: High
Strategic Advice: For questions looking for specific similarities between two contradictory passages, you’ll be able to draw your answer directly from one or two specific lines of text.
Getting to the Answer: Author 1 believes that there is a problem in distinguishing what is real truth in history because the task of “constructing legacies” falls to the “victors.” Author 2 touches on this same topic when he states that “speaking with certainty about such things is futile.”
 (B) Distortion; Author 1 never conveys the viewpoint that studying history is essential.
 (C) Out of Scope; neither passage mentions any such distinction.
 (D) Misused Detail; only Author 1 talks about those who are generally responsible for creating the historical record.
 (E) Misused Detail; again, only Author 1 says anything about “conquerors.”

Raw Art

10. **B** **Category:** Function
Difficulty: Low
Strategic Advice: A list like this one is often used to provide examples. Look at the context of the citation to better understand what concept the list helps explain or support.
Getting to the Answer: The preceding sentence refers to the common perception of “ancient masters” as “exemplary artists.” The citation is simply providing some examples of these “masters.”
(A) Misused Detail; the author mentions these artists’ “mastery of technique” but does not emphasize or elaborate on this point.
(C) Out of Scope; it is not significant to the passage that these artists lived during the Renaissance.
(D) Distortion; the focus of this citation is on artists, not the history of art.
(E) Out of Scope; the passage does not suggest that these artists inspired modern artists.
11. **A** **Category:** Inference
Difficulty: Medium
Strategic Advice: The citation is part of a contrast. By referring to the passage to understand the contrast being made, you will be able to predict its significance.
Getting to the Answer: The contrast of “physical hunger” to a “spiritual or psychological one” suggests that these artists were motivated by tangible material rewards, not “some private need.”
(B) Out of Scope; you do not know the financial status of these artists.
(C) Extreme; these artists were largely motivated by “physical” rewards, but it cannot be inferred that they were completely uninterested in “spiritual issues.”
(D) Distortion; that these artists were motivated by “hunger” does not imply that they were “consumed” by a drive to create.
(E) Opposite; these artists created their works in response to “physical” concerns, not “philosophical” or metaphysical ones.
12. **D** **Category:** Function
Difficulty: Medium
Strategic Advice: Details are used in a passage to support a main idea. To understand the purpose of a particular detail, think about how it contributes to a prominent idea in the passage as a whole.
Getting to the Answer: This citation describes an outsider artist who was motivated by a “desire to create in order to satisfy some private need,” and the sentences preceding the description contrast him with the “old masters.” This description is meant to emphasize the extreme differences between Wölfli and earlier master artists.
(A) Out of Scope; the passage does not state what role, if any, Wölfli’s hallucinations played in his art.
(B) Out of Scope; the passage does not suggest a healing relationship between Wölfli’s art and his illness.
(C) Out of Scope; the passage never deals with “obstacles” to Wölfli’s art.
(E) Misused Detail; the passage does not focus on the relationship between “childhood experiences” and personality development, but emphasizes one artist’s unlikely background.

13. **C** **Category:** Inference
Difficulty: High
Strategic Advice: In Inference questions like this one, the answer choices do not come directly from the passage. You must establish a clear understanding of the author’s point of view before selecting an answer choice grounded in the same logic.
Getting to the Answer: The author states that art “in its purest form” is created “in order to satisfy some private need,” and describes “true artistic motivations” as fulfilling a “spiritual or psychological” demand. Look for an answer choice that shows an act motivated by internal factors, rather than by forces outside the individual.
(A) Out of Scope; the carpenter may build for his family, but the passage does not suggest that pure art is made for anyone other than the artist or out of any such practical considerations.
(B) Distortion; though the prisoner is in an institution like Wölfli was, her sculpture is a workshop requirement, not a result of her desire to express herself.
(D) Opposite; a lawyer negotiates a settlement for the client’s advantage and as part of his job, not to fulfill an inner need.
(E) Opposite; the passage indicates that “outsider art,” the most pure kind of art, is made without awareness of earlier traditions or styles.
14. **A** **Category:** Vocab-in-Context
Difficulty: Medium
Strategic Advice: The citation is an adjective describing the author’s relationship to another person’s ideas. Determine this relationship in order to understand the meaning of the adjective.
Getting to the Answer: Dubuffet believes that Raw Art is “truer” because it “comes directly from within the artist.” The author shares this point of view, which shows that “sympathetic” indicates agreement.
(B) Distortion; though the author agrees with Dubuffet, it is not necessarily because the author is not examining the issue analytically.
(C) Distortion; the author agrees with Dubuffet’s “insights,” but is not as emotionally concerned as “compassionate” suggests.
(D) Out of Scope; “sorrowful” matches neither the tone of the passage nor the author’s feelings.
(E) Out of Scope; the author does not appear to have any concerns or worries related to Dubuffet’s contentions.
15. **E** **Category:** Inference
Difficulty: Low
Strategic Advice: Use the main ideas of the passage to better understand an abstract comparison.
Getting to the Answer: This sentence compares the “soul” favorably to the “studio seat,” and the passage compares untrained artists to trained ones. Here, the author is restating the opinion that personally motivated artists create works of greater purity than do those with artistic training.
(A) Distortion; the comparison of the “soul” to “a studio seat” does not directly deny the importance of location, but rather compares emotional artistic motivations to artistic training.
(B) Opposite; the author believes that “artists who are not trained in art” are “better able to use it.”

(C) Distortion; while the author might agree that art schools can serve as an impediment, the cited statement is concerned primarily with the artist’s motivation rather than training.

(D) Extreme; the author believes that the work of untrained artists is “more genuine” but also recognizes the importance of other traditional artists.

Samuel L. Jackson

16. **E** **Category:** Vocab-in-Context

Difficulty: Medium

Strategic Advice: Vocab-in-Context questions are best answered by reading the surrounding text carefully.

Getting to the Answer: The “A-List establishment” is made up of actors. What is important about these actors? The author tells you that they follow the typical Hollywood trajectory, finding initial success in their twenties and then holding on for decades.

(A) Distortion; this is a primary meaning of “establishment” that doesn’t work in context.

(B) Distortion; there is a sort of “organization” here, but it is informal and can’t be described as “civic.”

(C) Distortion; “agency” again implies a level of formality that doesn’t work in context.

(D) Distortion; this is another primary definition of “establishment” that doesn’t work in context.

17. **D** **Category:** Function

Difficulty: Medium

Strategic Advice: Focus on why the author includes this information and how it relates to the overall point.

Getting to the Answer: The careers of both Foster and McKellen are mentioned for a reason. Paraphrase that reason and you’ll have your prediction.

(A) Opposite; Foster and McKellen are mentioned because they followed atypical career paths.

(B) Out of Scope; the author never mentions the degree to which these actors are “respected by their peers.”

(C) Out of Scope; the author does not comment on her like or dislike for these actors.

(E) Misused Detail; McKellen’s success on stage is not the reason he is mentioned.

18. **C** **Category:** Detail

Difficulty: Low

Strategic Advice: Detail questions usually don’t stray far from the lines provided.

Getting to the Answer: The word “mold” describes a pattern that is commonly followed by movie stars. Which choice matches that prediction?

(A) Out of Scope; acting methods are not being discussed.

(B) Out of Scope; the passage neither discusses “physical traits” nor relates them to success.

(D) Out of Scope; “marketing methods” are not mentioned in the passage.

(E) Misused Detail; “roles” are not discussed until much later in the passage.

19. **C** **Category:** Detail
Difficulty: Low
Strategic Advice: Focus on the sentence that contains the tested detail, then research the surrounding text as needed.
Getting to the Answer: Jackson played “bit parts” before he became a “leading man.” What is the difference, and which answer choice highlights that difference?
(A) Distortion; the key is not where Jackson is performing but the size of his role.
(B) Distortion; the success of the films is not the issue, but rather Jackson’s role in them.
(D) Out of Scope; this is never discussed in the passage.
(E) Misused Detail; Jackson’s audition is not related to the meaning of the phrase.
20. **B** **Category:** Function
Difficulty: Medium
Strategic Advice: To answer a Function question, consider how the reference in question relates to the author’s overall themes.
Getting to the Answer: Paragraph 3 mentions that Jackson exists “outside the norms,” that one is “never sure quite what to expect” from him, and that these characteristics allow him to “thrive in ways that other actors simply cannot manage.” Predict that the author uses paragraph 3 to describe the specifics of Jackson’s success.
(A) Misused Detail; this is a point made in the passage, but not the purpose of this paragraph.
(C) Distortion; Jackson’s “unpredictability” is not mentioned simply to “praise” him, but to account for his success.
(D) Misused Detail; while some of Jackson’s roles are listed here, this paragraph is meant to serve a greater overall purpose.
(E) Distortion; this paragraph focuses on Jackson himself and never offers an explanation as to why his “movies are...commercially successful.”
21. **B** **Category:** Detail
Difficulty: High
Strategic Advice: Detail questions require you to focus on specific portions of the text. Even on questions like this one, which are difficult to predict, you can always isolate the tested detail and ask yourself how it relates to the author’s argument.
Getting to the Answer: Cruise and Lee are mentioned in comparison to Samuel L. Jackson. Paraphrase the contrast and you’ll have your prediction.
(A) Distortion; the author never actually states that their “range” is “limited.”
(C) Out of Scope/Extreme; the views of Cruise and Lee are not discussed, and “diametrically opposed” is far too extreme to apply to any aspect of this passage.
(D) Distortion; Cruise and Lee are never said to be more famous than Jackson.
(E) Distortion; Cruise and Lee are never referred to specifically as either “typical” or “A-List.”
22. **E** **Category:** Detail
Difficulty: High
Strategic Advice: Detail questions require the reader to sift carefully through all of the information presented to find what is relevant. Use your notes to focus on the relevant text.
Getting to the Answer: The author states that Jackson’s popularity stems from the memorable roles he plays. Select the choice that best matches this prediction.

- (A) Out of Scope; the author doesn't mention Jackson's "unmistakable voice" here.
- (B) Misused Detail; Jackson's "response" to his success is not what's responsible for his popularity.
- (C) Distortion; while the author feels that his portrayals of "villains" are strong, this is never cited as a reason for his popularity.
- (D) Misused Detail; Jackson's "work ethic" has resulted in his versatility, but it is not what is singled out as a cause of his popularity.

23. **C** **Category:** Function
Difficulty: Medium

Strategic Advice: Function questions require the reader to ask why a device is being used, rather than how. Keep the author's overall perspective in mind.

Getting to the Answer: The author contends that Jackson isn't about to change because of his newfound success, that he thankfully "has shown no desire to conform" to the Hollywood norm, and she supports this with Jackson's own words.

- (A) Misused Detail; the quote isn't intended to demonstrate his "popularity," but his reaction to it.
- (B) Opposite; the quote is intended to suggest that Jackson has not "changed" at all.
- (D) Distortion; the quote is about Jackson's philosophy, not his salary.
- (E) Opposite; the author is attempting to demonstrate that Jackson remains outside the "establishment."

24. **E** **Category:** Global
Difficulty: Medium

Strategic Advice: Global questions require an understanding of the major themes of the passage as well as a sense of the author's overall tone. Look for instances in which the author reveals personal opinion or uses particularly strong language.

Getting to the Answer: The author discusses actor Samuel L. Jackson and his place in modern cinema. In particular, the author focuses on Jackson's strengths and successes, describing his "range of talent" that is "unique" in Hollywood. Look for an answer choice that reflects this positive assessment.

- (A) Distortion; the author is more intent on making a point than exploring cause and effect.
- (B) Opposite; the author seems relatively certain of Jackson's qualities.
- (C) Distortion; the author is not at all combative.
- (D) Opposite; the author is not "skeptical" of Jackson's fame or talent.

Section 4 (Math)

- 1. A Category:** Equations
Difficulty: Low
Strategic Advice: To solve an equation, do the same thing to both sides. Try to get variables on one side and numbers on the other.
Getting to the Answer:
$$5s - 2s = 3s + 2s + 18$$
$$3s = 5s + 18$$
$$-2s = 18$$
$$s = -9$$
- 2. D Category:** Equations
Difficulty: Low
Strategic Advice: When you see a long string of information, it's usually easiest to start with whatever's last and work backwards.
Getting to the Answer: Since y is 2 less than z and $z = 3$, then $y = 3 - 2 = 1$. Since x is 6 more than y , $x = 1 + 6 = 7$.
- 3. C Category:** Data Analysis
Difficulty: Medium
Strategic Advice: It's easy to find the wrong information on a graph. Be sure you know what you're looking for.
Getting to the Answer: You don't need to calculate anything to answer this question. The vertical distance between the line graphs represents the difference between the items produced and the items sold. The distance between the graphs is shortest in 1992, so the difference between the number of items produced and sold was the least in 1992. (C) is correct.
- 4. B Category:** Angles
Difficulty: Low
Strategic Advice: Remember the rules for vertical, supplementary, and corresponding angles. Vertical angles, angles that are opposite each other when two lines intersect, are equal. Supplementary angles, angles that make up a straight line, add up to 180° . Corresponding angles occur when a line crosses two parallel lines. They are equal.
Getting to the Answer: Since lines r and s are parallel and line p crosses both of them, angle w° corresponds to the 65° angle. Since lines m and p are parallel and line s crosses both of them, angle y° also corresponds to the 65° angle. Therefore, both w and y equal 65, and $w + y = 65 + 65 = 130$.
- 5. B Category:** Coordinate Planes
Difficulty: Medium
Strategic Advice: The formula for a linear equation is $y = mx + b$, where m is the slope and b is the y -intercept. The formula for slope is $m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$, where (x_1, y_1) and (x_2, y_2) are two points on the line. The y -intercept is the value of y when $x = 0$.
Getting to the Answer: If a line passes through Q at the origin $(0, 0)$ and P at $(-4, -6)$, then its slope will be $\frac{y_2 - y_1}{x_2 - x_1} = \frac{-6 - 0}{-4 - 0} = \frac{6}{4} = \frac{3}{2}$. The y -intercept is 0 because

the line crosses the y axis at the origin; both y and x are 0 at this point. Therefore, the line is $y = \frac{3}{2}x + 0$, or just $y = \frac{3}{2}x$. Plug the answer choices into this equation to see which one works.

$$(A) y = \frac{3}{2}(0) = 0$$

$$-1 \neq 0$$

Eliminate.

$$(B) y = \frac{3}{2}(-2) = -3$$

$$-3 = -3$$

This is on line r , so it is the correct answer choice.

$$(C) y = \frac{3}{2}(-3) = -\frac{9}{2}$$

$$-3 \neq -\frac{9}{2}$$

Eliminate.

$$(D) y = \frac{3}{2}(-3) = -\frac{9}{2}$$

$$-9 \neq -\frac{9}{2}$$

Eliminate.

$$(E) y = \frac{3}{2}(-4) = -6$$

$$-9 \neq -6$$

Eliminate.

6. **B** **Category:** Number Properties

Difficulty: Medium

Strategic Advice: For Roman numeral questions, eliminate wrong answer choices after evaluating each Roman numeral.

Getting to the Answer: If x is a positive even integer, then $x + 3$ must be a positive odd integer, since an even number plus an odd number is odd. $2x$ must be even, since even times even is even, and $2x + 1$ must be odd. Therefore, $(x + 3)(2x + 1)$ is an odd number times an odd number, which must be odd. The only Roman numeral with an odd number is II.

If you're not comfortable with the rules of odds and evens, Pick Numbers for x to see what happens.

If $x = 2$, $(x + 3)(2x + 1) = (2 + 3)[2(2) + 1] = (2 + 3)(4 + 1) = (5)(5) = 25$, which matches II. This lets you eliminate (A) and (D). Since 2 is the smallest positive even integer, and $(x + 3)(2x + 1)$ involves multiplying two positive numbers, this is the smallest possible value of $(x + 3)(2x + 1)$. The expression can't equal I, so you can eliminate (C) as well.

If $x = 4$, $(x + 3)(2x + 1) = (4 + 3)[2(4) + 1] = (4 + 3)(8 + 1) = (7)(9) = 63$. This is much larger than III, and there are no even integers between 2 and 4, so III doesn't work. Eliminate (E), leaving (B) as the correct answer.

7. **D** **Category:** Coordinate Planes

Difficulty: Medium

Strategic Advice: The slope of a line is rise over run, or $m = \frac{y_2 - y_1}{x_2 - x_1}$.

Getting to the Answer: Put the given points into the slope formula and solve for k .

$$\frac{k - 3}{3 - 0} = 2$$

$$k - 3 = 2(3)$$

$$k - 3 = 6$$

$$k = 9$$

8. **C** **Category:** Permutations and Combinations

Difficulty: Medium

Strategic Advice: If a question seems too long to answer, look for a shortcut.

Getting to the Answer: Writing out all of the numbers that fit these conditions would take too much time, so the test maker must have a shortcut in mind. Draw four blanks to represent the four digits in the integers. The first digit must be 3, so there is only one possible first digit. The second digit, however, could be any number from 0 to 9. That's 10 possible second digits. The third digit must be 3 or 6, so there are only two possible third digits. The fourth digit could be any of the 10 digits again. The total number of possible integers with 3 or 6 as the third digit and 3 as the first digit is $1 \times 10 \times 2 \times 10 = 200$.

9. **6** **Category:** Ratios

Difficulty: Low

Strategic Advice: When you set up a proportion, be sure to put the same units in the numerator on both sides of the equation.

Getting to the Answer: Say n is the number of tablespoons of the concentrate needed to make 24 cups of fruit punch. Since the proportions are the same as suggested in the instructions, the ratio of n tablespoons to 24 cups is the same as the ratio of 4 tablespoons to 16 cups.

$$\frac{n}{24} = \frac{4}{16}$$

$$16n = 24(4)$$

$$16n = 96$$

$$n = \frac{96}{16} = 6$$

10. $\frac{44}{3}$ or 14.6 or 14.7

Category: Equations

Difficulty: Low

Strategic Advice: Read the whole question before you decide it's too hard to solve. Although at first glance this seems to be a difficult question about quadratic equations, all you actually have to do is plug the given value into the equation and simplify.

Getting to the Answer: Plug $a = 5$ into the original equation and solve for b .

$$(a - 2)b = a^2 + 3a + 4$$

$$(5 - 2)b = 5^2 + 3(5) + 4$$

$$3b = 25 + 15 + 4$$

$$3b = 44$$

$$b = \frac{44}{3} = 14.\overline{6} \approx 14.7$$

11. 187

Category: Functions

Difficulty: Low

Strategic Advice: Even though the situation might look complex, all you need to do is to evaluate the function at the given value of the variable. Most function questions boil down to substituting or isolating a variable.

Getting to the Answer: This company charges $D(t) = 11(t + 4)$ dollars for a job that takes t hours. If a job takes 13 hours, then $t = 13$ and the company charges $D(13) = 11(13 + 4) = 11(17) = 187$ dollars.

12. 5

Category: Ratios

Difficulty: Medium

Strategic Advice: For ratio questions you can think in terms of fractions, or you can translate the ratio into practical terms.

Getting to the Answer: In practical terms, a ratio of 4 : 5 means that for every 4 purple gumballs, you would have 5 orange gumballs. Because you want to add as few gumballs as possible, assume that you keep the original number of purple gumballs and only add orange ones. With 20 purple gumballs, you can make 5 groups of 4. Originally, the ratio in the bowl is 1 : 1, so that for every group of 4 purple you have 4 orange. You want to have 5 orange for each group of 4 purple, so you need to add one orange per group. Since there are 5 groups, you need to add 5 orange gumballs to have the correct ratio. Once you add 5 orange gumballs, the ratio of purple to orange is 20 : 25, which reduces to 4 : 5.

You could also set up a proportion between the number of orange and purple gumballs you'll end up with and the proper ratio. Again, assume that you only add orange gumballs. Say the final number of orange gumballs is g .

$$\begin{aligned}\frac{20}{g} &= \frac{4}{5} \\ 20(5) &= 4g \\ \frac{20(5)}{4} &= g \\ 25 &= g\end{aligned}$$

Since you started with 20 orange gumballs and finished with 25, you added $25 - 20 = 5$ orange gumballs.

13. 170

Category: Non-Linear Graphs

Difficulty: Medium

Strategic Advice: When you see a pie chart, look for the total it represents.

Getting to the Answer: First, find the total percent of students who take lessons at school. Then figure out how many students this percent represents. 20% of the students only take lessons at school, and 65% take lessons both at school and with a private teacher. That's a total of $20\% + 65\% = 85\%$ who take lessons at school. Since there are 200 students all together, $0.85(200) = 170$ students take lessons at school.

14. $\frac{1}{3} < z < 3$

Category: Inequalities

Difficulty: High

Strategic Advice: First translate the absolute value inequality into two inequalities

without absolute values, and then solve as you would an equation. Remember to change the direction of the inequality if you multiply or divide by a negative number.

Getting to the Answer: $|5 - 3z| < 4$ is equivalent to $5 - 3z < 4$ (if the expression inside the absolute value is positive) and $5 - 3z > -4$ (if the expression inside the absolute value is negative).

Simplify the first inequality:

$$\begin{aligned} 5 - 3z &< 4 \\ -3z &< 4 - 5 \\ -3z &< -1 \\ z &> \frac{1}{3} \end{aligned}$$

And the second:

$$\begin{aligned} 5 - 3z &> -4 \\ -3z &> -9 \\ z &< 3 \end{aligned}$$

Thus, $\frac{1}{3} < z < 3$. You can grid any number in this range.

15. $\frac{1}{2}$ or .5

Category: Data Analysis

Difficulty: High

Strategic Advice: Make sure you interpret the graph correctly. Note in particular what the x and y axes represent, as well as the units of measurement.

Getting to the Answer: Based on the graph, after 9 squirts there are 7.5 ounces of ketchup left in the bottle. That means that 9 squirts deliver $12 - 7.5 = 4.5$ ounces of ketchup, so each squirt delivers $\frac{4.5}{9} = \frac{1}{2}$ ounce.

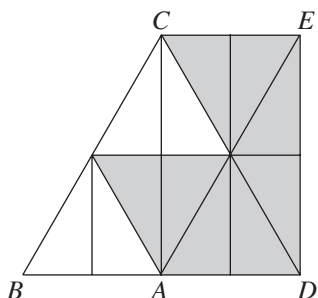
16. $\frac{2}{3}$ or .666 or .667

Category: Complex Figures

Difficulty: High

Strategic Advice: Questions that ask you to find the ratio of one part of a figure to another are often easiest to solve by dividing the figure into equal portions.

Getting to the Answer: Because A is the midpoint of \overline{BD} , the width of the rectangle $ACED$ is half of the length of a side of the equilateral triangle BCD . The rectangle's diagonals are the same length as the sides of $\triangle BCD$. Since A is the midpoint of \overline{BD} , and all three triangles are equilateral, the two smaller triangles are each $\frac{1}{4}$ the size of $\triangle BCD$. This lets you divide the figure up in the following way:



Each of the 12 small triangles is equal. The shaded region covers 8 triangles. Thus, the shaded region is $\frac{8}{12} = \frac{2}{3}$ of the whole figure.

17. 2 **Category:** Number Properties

Difficulty: Medium

Strategic Advice: Make abstract remainder problems concrete by Picking Numbers.

Getting to the Answer: The easiest way to find an integer that has remainder 3 when divided by 7 is to add the divisor and the remainder: $7 + 3 = 10$. If $k = 10$, then $3k = 30$. Find the remainder when 30 is divided by 7: $30 = 4(7) + 2$. The remainder is 2.

18. 5 **Category:** Functions

Difficulty: High

Strategic Advice: The first thing you should do when dealing with any function is to turn it into a normal equation.

Getting to the Answer: The area of a circle with radius r is πr^2 . The circumference of a circle is $2\pi r$. For a circle with circumference c , $r = \frac{c}{2\pi}$ and the area is

$\pi\left(\frac{c}{2\pi}\right)^2 = \pi\left(\frac{c^2}{4\pi^2}\right) = \frac{c^2}{4\pi}$. Therefore, $f(c) = \frac{c^2}{4\pi}$. The equation $f(z) = f(3) + f(4)$ becomes

$$\frac{z^2}{4\pi} = \frac{3^2}{4\pi} + \frac{4^2}{4\pi}. \text{ Solve this equation for } z.$$

$$\frac{z^2}{4\pi} = \frac{3^2}{4\pi} + \frac{4^2}{4\pi}$$

$$z^2 = 3^2 + 4^2$$

$$z^2 = 9 + 16$$

$$z^2 = 25$$

$$z = 5$$

Section 5 (Writing)

- 1. E** **Category:** Diction
Difficulty: Medium
Issues: wordiness, comparisons
Strategic Advice: Use *between* when two things are compared and *among* for three or more.
Getting to the Answer: Since only two items are compared here, *between*, not “among,” is the correct preposition. Both (C) and (E) correct the error, but (C) is unnecessarily wordy.
(B) does not address the error.
(D) makes an illogical comparison between “the...efficiency of a city” and “the country.”
- 2. D** **Category:** Idioms
Difficulty: Medium
Issues: style problems
Strategic Advice: Most SAT Idioms questions will hinge on proper preposition usage.
Getting to the Answer: Although you can *celebrate with* your friends or *celebrate with* a hot fudge sundae, in this context, the correct idiom is *celebrate by*. Additionally, the pronoun “their” is ambiguous, since it could refer to either of the sentence’s plural nouns: “readers” or “plots.” Both (B) and (D) correct the idiom error, but (B) retains an ambiguous pronoun (“them”).
(C) does not address the idiom error and uses grammatically incorrect structure.
(E) does not address either error.
- 3. A** **Category:** Correct as Written
Difficulty: Low
Issues: Parallelism
Strategic Advice: If you don’t spot an error, don’t be afraid to choose (A).
Getting to the Answer: This sentence is correct as written.
(B), (C), (D), and (E) all violate the rules of parallel structure.
- 4. D** **Category:** Wordiness
Difficulty: Medium
Issues: run-ons and fragments, wordiness
Strategic Advice: When an entire sentence is underlined, look for errors in style or structure.
Getting to the Answer: The subject of this sentence is “her friends”; “Nora” is the object of the verb “notice.” Both (C) and (D) place the noun correctly, but (C) is unnecessarily wordy.
(B) is incorrect sentence structure.
(E) is a sentence fragment.
- 5. C** **Category:** Wordiness
Difficulty: Medium
Issues: passives, run-ons and fragments
Strategic Advice: If you don’t spot an error in grammar or usage, check for errors in style.
Getting to the Answer: This sentence is grammatically correct but wordier than it

needs to be. (C) is concise without introducing any additional errors.
 (B) introduces the passive voice unnecessarily.
 (D) creates a sentence fragment.
 (E) is still unnecessarily wordy.

6. **D** **Category:** Modifiers
Difficulty: Medium
Issues: verb tenses, style problems
Strategic Advice: Make sure the appropriate noun is placed after a modifying phrase.
Getting to the Answer: As written, the opening clause incorrectly modifies “most fans” instead of “Bela Karolyi.” Both (C) and (D) correct the modifier error, but (C) introduces an inconsistent verb tense.
 (B) does not address the error.
 (E) creates a grammatically incorrect sentence.
7. **C** **Category:** Run-ons and Fragments
Difficulty: Medium
Issues: wordiness, run-ons and fragments
Strategic Advice: Correct SAT answer choices will follow the rules of basic sentence structure.
Getting to the Answer: This sentence is not structured correctly; the two phrases describing the song, “are played with some hints of old American folk tunes” and “mix elite French culture with a country American style” need to be combined with the appropriate conjunction, or one must be made into a predicate. (C) does the latter.
 (B) is unnecessarily wordy.
 (D) and (E) create sentence fragments.
8. **E** **Category:** Comparisons
Difficulty: High
Issues: parallelism
Strategic Advice: Make sure comparisons are structured to compare logical things.
Getting to the Answer: As written, this sentence incorrectly compares “a staple of” New England restaurant to a “reasonably priced Southern” restaurant. (E) makes the comparison logical.
 (B), (C), and (D) all fail to use parallel structure in a comparison (“from...than that,” “in...than of,” and “out of...than to”).
9. **B** **Category:** Modifiers
Difficulty: Medium
Issues: verb tenses, pronouns
Strategic Advice: Not all modifying phrases will be at the beginnings of sentences; make sure all underlined modifiers are applied to the proper words.
Getting to the Answer: As written, this sentence tells you that the speaker’s “friends” are “purchased on sale.” (B), (C), and (E) add pronouns to make clear that “purchased on sale” is meant to refer to the cards, but (C) introduces a verb tense that is inappropriate in context, and the singular pronoun in (E) does not agree with its plural antecedent.
 (D) does not address the error.

10. **A** **Category:** Correct as Written
Difficulty: Medium
Issues: run-ons and fragments, wordiness, style problems, modifiers
Strategic Advice: If you don't spot an error, don't be afraid to choose (A).
Getting to the Answer: This sentence is correct as written.
 (B) creates a sentence fragment.
 (C) and (D) are unnecessarily wordy.
 In (E), the first clause incorrectly modifies "some doctors."
11. **C** **Category:** Ambiguity
Difficulty: Medium
Issues: pronouns
Strategic Advice: Ambiguous pronouns will always be wrong on the SAT; pronouns must refer to specific antecedents.
Getting to the Answer: Here, the pronoun "they" does not have a logical antecedent, since the only plural noun to which it could refer is "records." (C) eliminates the ambiguity.
 (B), (D), and (E) retain the ambiguous pronoun.
12. **A** **Category:** Subject–Verb
Difficulty: High
Issues: idioms
Strategic Advice: Be sure to match underlined verbs to their subject nouns, which will rarely be the nouns closest to them in the sentence.
Getting to the Answer: Here, the compound "marketing and advertising" is the object of the preposition "in"; the subject of the verb "are" is the singular "Truth." (A) should read *is*.
 (B), (C), and (D) are all idiomatically correct.
13. **C** **Category:** Pronouns
Difficulty: Low
Issues: idioms, modifiers
Strategic Advice: Make sure that pronouns agree with their antecedents in both person and number.
Getting to the Answer: The subject of the sentence is the singular "customer," so the plural pronoun "their" in (C) should be *his* or *her*.
 (A) and (B) are idiomatically correct.
 (D) appropriately uses "personal" as an adjective to describe "shopping spree."
14. **B** **Category:** Parallelism
Difficulty: Medium
Issues: idioms
Strategic Advice: Verbs in a compound must be parallel in form.
Getting to the Answer: In this sentence, "were instructed...and...understanding" violates the rules of parallel structure. (B) should read *understood*.
 (A), (C), and (D) are all idiomatically correct in context.
15. **B** **Category:** Wordiness
Difficulty: Medium
Issues: idioms, subject–verb
Strategic Advice: Watch out for redundancies: two or more words that mean essentially the same thing.

Getting to the Answer: In (B), “additionally” is redundant with “and.”
 (A) and (D) are idiomatically correct.
 (C) agrees with its plural antecedent “physicians.”

16. **A** **Category:** Pronouns
Difficulty: Medium
Issues: verb tenses, idioms
Strategic Advice: Use *who* or *whom* only to refer to people; for other nouns, use *which* or *that*.
Getting to the Answer: (A) uses the incorrect relative pronoun “whom” to refer to an object.
 The past tense verb in (B) is consistent with “exhibited.”
 (C) and (D) are idiomatically correct.
17. **E** **Category:** Correct as Written
Difficulty: High
Issues: idioms, verb tenses, subject–verb, modifiers
Strategic Advice: Expect five to eight sentences in the Writing sections to be correct as written.
Getting to the Answer: This sentence is correct as written.
 (A) and (C) are idiomatically correct.
 (B) agrees with its singular subject and uses the appropriate tense for something that happened “Prior to 1968.”
 (D) properly uses a possessive noun as an adjective to modify “content.”
18. **D** **Category:** Pronouns
Difficulty: Medium
Issues: subject–verb, idioms
Strategic Advice: You will most likely see at least one sentence using the pronoun “one” in your SAT; make sure it’s used consistently.
Getting to the Answer: This sentence starts out using the third-person pronoun “one,” then switches to the second-person “your”; the error is in (D).
 (A) agrees with its singular subject.
 (B) and (C) are idiomatically correct.
19. **D** **Category:** Parallelism
Difficulty: Medium
Issues: idioms
Strategic Advice: Items in a list must be structured in parallel form.
Getting to the Answer: The first two items in this list are nouns (“altitudes” and “paths”); (D) should read *hikes through*.
 (A), (B), and (C) are all idiomatically correct usage.
20. **A** **Category:** Parallelism
Difficulty: Low
Issues: subject–verb, idioms
Strategic Advice: Related nouns in a sentence must agree in number.
Getting to the Answer: Since “Cell phones” is plural, “an item” in (A) should be *items*.
 (B) agrees with its plural subject, “Cell phones.”
 (C) is idiomatically correct.
 (D) agrees with its singular subject, “legislation.”

21. **E Category:** Correct as Written
Difficulty: Medium
Issues: idioms, adjective/adverb
Strategic Advice: Use elimination strategies to determine which sentences are correct as written.
Getting to the Answer: This sentence contains no errors.
(A) and (D) are idiomatically correct.
(B) correctly uses an adjective to modify a noun and an adverb to modify the adverb.
(C) correctly uses an adverb to modify a verb.
22. **B Category:** Subject–Verb
Difficulty: Low
Issues: idioms, pronouns
Strategic Advice: A verb must always agree with its subject noun.
Getting to the Answer: The singular verb in (B) does not agree with the plural “activities.”
(A) is idiomatically correct with “inspired.”
(C) agrees with its singular antecedent.
(D) correctly sets up the idiom “either...or.”
23. **E Category:** Correct as Written
Difficulty: High
Issues: diction, subject–verb, idioms
Strategic Advice: Eliminate answer choices methodically; remember to expect between five and eight Writing sentences with no errors.
Getting to the Answer: This sentence is correct as written.
(A) properly uses “where” to refer to a location.
(B) agrees with its singular subject, “the Tugela River.”
(C) and (D) are idiomatically correct in context.
24. **E Category:** Correct as Written
Difficulty: Medium
Issues: idioms, transitions
Strategic Advice: Expect between five and eight Writing section questions to be correct as written.
Getting to the Answer: This is correct as written.
(A), (B), and (D) are all idiomatically correct in context.
(C) is the appropriate conjunction to combine two related adjectives.
25. **B Category:** Pronouns
Difficulty: High
Issues: idioms, verb tenses
Strategic Advice: Even though it may refer to a number of people, a singular noun requires a singular pronoun.
Getting to the Answer: There might be many people in “The department,” but the noun itself is singular; (B) should be *its*.
(A) and (D) are idiomatically correct.
(C) is an appropriate verb tense in context.
26. **D Category:** Verb Tenses
Difficulty: Medium

Issues: parallelism, idioms

Strategic Advice: The present perfect tense can only be used for an action continuing to the present or with no fixed end point.

Getting to the Answer: (D) uses the present perfect tense inappropriately because Gina developed her interest in reading at a specified time in the past: “in high school.”

(A) uses proper noun agreement, since “Gina” is singular.

(B) is idiomatically correct.

(C) properly expresses the contrast between the ideas in the two clauses.

27. **D** **Category:** Diction

Difficulty: High

Issues: verb tenses, idioms, transitions

Strategic Advice: Use *less* for quantities that cannot be counted and *fewer* for countable items.

Getting to the Answer: Since “apartments” can be counted, (D) should be *fewer*.

(A) is an appropriate tense in context.

(B) is idiomatically correct usage.

(C) correctly contrasts the first and second clauses of the sentence.

28. **B** **Category:** Pronouns

Difficulty: High

Issues: transitions, idioms

Strategic Advice: Read compounds containing pronouns with just the pronoun. If the pronoun would be incorrect alone, then it’s incorrect in the compound.

Getting to the Answer: Since you wouldn’t say “me was quite surprised,” (B) should read *Louis and I*.

(A) appropriately relates the first clause (the cause) to the second (its effect).

(C) and (D) are idiomatically correct usage in context.

29. **B** **Category:** Pronouns

Difficulty: High

Issues: subject–verb, diction, idioms

Strategic Advice: Make sure that underlined pronouns agree with their antecedents.

Getting to the Answer: Only the conjunction *and* creates a compound requiring a plural pronoun; (B) should read *he* or *she*.

(A) agrees with its singular subject.

(C) is the correct word to refer to the first of two people already mentioned.

(D) is idiomatically correct usage.

30. **B** **Category:** Run-ons and Fragments

Difficulty: Low

Issues: wordiness, pronouns, transitions

Strategic Advice: Look for the clearest, most concise way to combine clauses without losing any of their meaning.

Getting to the Answer: As written, sentence 3 is a fragment. (B) combines the clauses without introducing any new errors.

(C) creates a sentence fragment, uses the pronoun “whose” to refer to a company, and changes the meaning of the original sentence by failing to indicate that the author considers this “the best example.”

(D) is awkward and unnecessarily wordy, changes the sentence’s meaning by saying Johnson and Johnson’s strategy “might have” been the most clever, and uses a plural pronoun to refer to the singular entity “Johnson and Johnson.”
(E) is unnecessarily wordy and creates a cause-and-effect relationship between the clauses that is not present in the original.

31. **D** **Category:** Pronouns
Difficulty: Medium
Issues: transitions
Strategic Advice: Every pronoun must have a clear, unambiguous antecedent.
Getting to the Answer: The antecedent for “it” is unclear. (D) replaces the pronoun with “That phrase,” which clarifies the sentence.
(A) and (E) do not correct the problem.
The use of “Yet” in (B) does not properly relate the two paragraphs, and beginning a sentence with a coordinating conjunction is poor SAT style.
(C) fails to properly relate the sentence’s two clauses.
32. **C** **Category:** Run-ons and Fragments
Difficulty: Low
Issues: verb tenses
Strategic Advice: Make sure every sentence has a subject and verb in an independent clause that express a complete thought.
Getting to the Answer: This “sentence” is actually a fragment. (C) adds a subject and predicate verb.
(B) and (D) do not correct the error.
(E) begins with a coordinating conjunction and introduces an inconsistent verb tense.
33. **E** **Category:** Reading Comprehension
Difficulty: Medium
Issues: wordiness, idioms, style problems
Strategic Advice: About half of your Improving Paragraphs questions will call on your Reading Comp skills.
Getting to the Answer: In this context, the verb “is” is unclear. (E) clarifies the sentence’s meaning.
(A) simply makes the sentence longer without adding any additional meaning.
(B) interrupts the flow of the paragraph.
(C) fails to properly complete the idiom “whether...or not.”
The slang term “messed up” in (D) is inconsistent with the rest of the passage.
34. **D** **Category:** Parallelism
Difficulty: High
Issues: modifiers, wordiness, passives
Strategic Advice: If you can turn a passive construction into an active one easily, you should do so.
Getting to the Answer: The underlined portion of the sentence is needlessly passive, and the two verbs in the compound are not parallel. (D) corrects both errors.
(B) and (C) do not address either error.
(E) corrects the passive but is unnecessarily wordy.

35. **B** **Category:** Reading Comprehension
Difficulty: High
Issues: wordiness
Strategic Advice: Use your Reading Comp skills to answer questions about adding information.
Getting to the Answer: The transition from sentence 11 to sentence 12 is not clear. (B) adds an element that clarifies the author’s point.
(A) and (E) do not clarify the transition.
(C) introduces a first-person pronoun that is inconsistent with the rest of the passage.
(D) is unnecessarily wordy.

Section 6 (Critical Reading)

1. E **Category:** Definition

Difficulty: Low

Strategic Advice: Keywords will help you determine how the blanks relate to each other in Combined Meaning sentences.

Getting to the Answer: Why would someone do research and gather data about cars? The pieces of information will work together to help the buyer decide which car is the most reliable. Predict that the first blank will relate to combining pieces of information, while the second will describe using that information to make a determination.

(A) The first word works well with the idea of combining data, but “replace” does not fit the second blank.

(B) “Divergence from” is the opposite of your prediction; “decode” doesn’t work in context.

(C) These words do not contribute to a combined meaning and do not work in the context of the sentence.

(D) “Opposition to” does not match the idea of working together, and “augment” does not fit in context.

convergence: the act of coming together

belie: misrepresent; contradict

augment: add to; make greater

2. C **Category:** Contrast

Difficulty: Medium

Strategic Advice: Use the relationship between the blanks in a two-blank sentence to help you determine whether you need similar or contrasting meanings.

Getting to the Answer: The context indicates contrast between the blanks. A “prolific” author will produce a *wide-ranging* body of work that will not fit well if *distilled* into a small pamphlet.

(A) “Profound” is a good match for your prediction, but “magnified” does not fit.

(B) “Impressive” does not imply the *wide-ranging* characteristic you are looking for, and “immersed” does not match your prediction.

(D) A “prolific” author would certainly be “productive,” but his works would not be “embellished” when made to fit into a pamphlet.

(E) “Extensive” nicely matches the prediction, but “interposed” does not make sense in context.

comprehensive: great in scope; exhaustive

embellished: decorated; ornamented

interposed: inserted between parts

3. D **Category:** Contrast

Difficulty: Medium

Strategic Advice: The words “despite” and “uncharacteristic” set up a contrast in the sentence. Look for a word that is the opposite of “outgoing.”

Getting to the Answer: Consider the contrast set up in the beginning of the sentence. The comedian is usually “outgoing,” but at the dinner, he shows the opposite characteristic. Predict an antonym of “outgoing,” something like *reticent*.

(A) “Theatricality” would be too similar to “outgoing”; you’re looking for an antonym.

(B) “Sullenness” might be tempting, but this doesn’t provide the necessary contrast with “outgoing.”

(C) You are looking for the opposite of “outgoing”; “flamboyance” doesn’t convey this.
 (E) “Nonchalance” means being unconcerned, which doesn’t provide the contrast with “outgoing” that you need.

flamboyant: florid; showy
theatrical: overly dramatic; exaggerated
reserve: reticence; self-restraint
sullen: morose; gloomy
nonchalance: lack of concern

4. **C** **Category:** Contrast

Difficulty: Medium

Strategic Advice: The keywords are important here; although it seems like there is contrast between the blanks, they actually have similar meanings and the contrast lies elsewhere in the sentence.

Getting to the Answer: The second blank must be something very positive, since the requirements are “immensely significant”; the board must be talking about them with much *enthusiasm*, even if they have not yet brought about *major* changes.

(A) These words are negative in charge and do not match your predictions.

(B) “Ostensible” is neutral but could fit in the first blank; “vacillation,” however, would not appropriately describe the board’s reaction to the “immensely significant” requirements.

(D) These words do not make sense in context and are too negative for the sentence.

(E) “Negligible” and “dispute” both have a negative charge and therefore don’t work.

specious: deceptively attractive
ostensible: representative; appearing as such
vacillation: indecision
transient: passing with time; transitory
negligible: not significant or important

5. **B** **Category:** Definition

Difficulty: High

Strategic Advice: This compound sentence sets up a continuation. Determine how the blanks relate to this continuation and you’ll have a strong prediction.

Getting to the Answer: One blank should offer a synonym for “humble” and the other for “intelligent.” If you do not recognize some of the words in the answer choices, start by eliminating those that clearly do not agree.

(A) You can eliminate this one by the first blank, since “diligent” does not mean intelligent or humble.

(C) Neither of these words has a meaning similar to “intelligent” or “humble.”

(D) “Sagacious” works for the first blank, but “imposing” is opposite what you need for the second.

(E) While “unassuming” could work in the second blank, “apologetic” doesn’t work as a synonym for “intelligent.”

supercilious: arrogant; haughty
perspicacious: clear-sighted; shrewd
obtuse: lacking quickness; blunt
penitent: feeling remorse

6. **C** **Category:** Definition
Difficulty: Medium
Strategic Advice: A semicolon can often indicate that a clause will offer an outright definition for the blank.
Getting to the Answer: Consider the words “guarded” and “dignitaries.” These words suggest that the guest was treated like an individual of great importance or status.
 (A) “A perfectionist” would not necessarily be heavily guarded or accompanied.
 (B) Likewise, “a maverick” would not necessarily require this sort of treatment.
 (D) “An ascetic” would not necessarily require guard or accompaniment.
 (E) “An interloper” likewise would not warrant heavy guard and accompaniment by dignitaries.
maverick: an independent, unaffiliated individual
potentate: monarch; ruler
ascetic: one who practices extreme self-denial
interloper: meddler; intruder
7. **B** **Category:** Cause-and-Effect
Difficulty: Low
Strategic Advice: Sometimes a solid prediction for one of the blanks is enough to eliminate several incorrect answer choices.
Getting to the Answer: The keywords “Fictional heroes” suggest that the tales are untrue, while “popular” and “repeated” suggest that the tales are a secure part of popular culture. Begin by eliminating choices that give the opposite meanings. You are looking for *fictional* and *accepted*, so you can quickly eliminate the words that don’t match.
 (A) “Valid” is the opposite of *fictional*, and “inconsequential” does not convey the popularity of the tales.
 (C) “Credible” is tempting, but “prevalent” can’t be logically modified by “firmly.”
 (D) “Outmoded” doesn’t match your prediction of a word that means *accepted*.
 (E) “Infrequent” contradicts “so often repeated.”
implausible: difficult to believe
entrenched: fixed firmly
prevalent: commonly occurring
outmoded: unfashionable; obsolete
8. **A** **Category:** Contrast
Difficulty: Low
Strategic Advice: Pay attention to keywords that signal contrast, and be sure to determine the way the blank relates to this contrast.
Getting to the Answer: The imposter deceived the crowd, so look for something that contrasts with his “honest demeanor.”
 (B) The honest demeanor was deceptive, not “debilitating.”
 (C) “Diminutive” doesn’t make sense as a description of “demeanor.”
 (D) “Cathartic” likewise does not offer the meaning of deception you are looking for.
 (E) A “prosaic” demeanor wouldn’t necessarily contrast with the “honest” one the crowd had mistakenly attributed to the imposter.
disingenuous: insincere
debilitate: to sap the strength or energy of; enervate
diminutive: tiny
cathartic: emotionally purgative
prosaic: lacking in spirit; dull

Soccer

9. **D** **Category:** Vocab-in-Context
Difficulty: Medium
Strategic Advice: Vocab-in-Context questions are best answered by reading the surrounding text carefully.
Getting to the Answer: The word in question is describing the sport of soccer and its development. Which of these words is the best fit?
 (A) Distortion; this can be a synonym for “curiosity,” but is not correct here.
 (B) Distortion; this a common definition of “curiosity” that doesn’t work in context.
 (C) Distortion; this is likewise not the way “curiosity” is being used in this context.
 (E) Distortion; “trinket” does not fit the context here.
10. **E** **Category:** Detail
Difficulty: Medium
Strategic Advice: The answers to Detail questions can always be found in the passage.
Getting to the Answer: The passage primarily discusses the “parallel development” of soccer across the globe. Which answer choice reflects this idea of simultaneous development across cultures?
 (A) Out of Scope; changes to the game by the English are not discussed in the passage.
 (B) Misused Detail; this detail is used to show the evolution of soccer, not its appeal.
 (C) Distortion; the Chinese game is neither discussed in detail nor linked to popularity.
 (D) Out of Scope; respect for the game’s tradition is never mentioned.

Hospitals

11. **E** **Category:** Inference
Difficulty: Medium
Strategic Advice: You may have to read above and below the quoted lines to understand the big picture.
Getting to the Answer: “Overwhelming bliss” should lead you to a prediction that matches *enthusiasm, pleasure, or thrill*.
 (A) Opposite; “overwhelming bliss” suggests joy, not “despair.”
 (B) Distortion; one would not necessarily be “mystified,” or baffled, about a situation leading to a feeling of “overwhelming bliss.”
 (C) Opposite; “overwhelming bliss” is far from “indifference.”
 (D) Distortion; a person feeling “overwhelming bliss” would not be uneasy.
12. **D** **Category:** Detail
Difficulty: High
Strategic Advice: Prediction is difficult with Detail questions that ask for exceptions. Evaluate the choices, eliminating the details you find in the passage.
Getting to the Answer: This passage is very descriptive with a lot of imagery and literary devices. Evaluate each choice in turn, eliminating those techniques used by the author.

- (A) In line 2, the image of entryway doors opening their arms gives an inanimate object traits of a human being, which is the definition of personification. Eliminate.
 (B) In lines 4–6, the effects of an “antiseptic smell” on the living and the dying are compared. Eliminate.
 (C) The “monotonous beeping representing the robotic motion of life” in line 3–4 is audio imagery. Eliminate.
 (E) The whole passage is filled with descriptive figures. Examples include “stark white walls” in line 2 and “the metropolitan feeling of a fast-paced lifestyle” in lines 6–7. Eliminate.

Women’s Changing Roles

13. **A** **Category:** Inference
Difficulty: Medium
Strategic Advice: Make sure you understand the logical structure of the sentence in question before you begin to make a prediction.
Getting to the Answer: The sentence states that, at the time, the idea that women could perform the traditional duties of men was a “growing notion,” so predict that the two ideas were becoming more acceptable in combination.
 (B) Opposite; if anything, to most people at the time, the ideas would be quite distinct from each other.
 (C) Misused Detail; though you know that these two ideas did become more compatible later on, people at the time did not necessarily believe this would come to pass.
 (D) Extreme; though the two ideas were not wholly accepted together, this choice’s viewpoint is too strong to fit with the passage.
 (E) Opposite; most people at the time in question would not have easily associated women with the performance of men’s duties.
14. **C** **Category:** Vocab-in-Context
Difficulty: Medium
Strategic Advice: Especially if the vocabulary seems easy, remember that such questions are really testing your understanding of word usage in a particular context.
Getting to the Answer: In this sentence, the author is referring to lower social levels, so your prediction should be something similar to *classes*.
 (A) Misused Detail; this is a common meaning of “ranks” but does not fit this context.
 (B) Out of Scope; it should be clear from context that the sentence is discussing social, not physical, arrangements.
 (D) Distortion; though this is a meaning of “ranks” that comes close to the correct connotation, the author is not actually discussing specific job “titles.”
 (E) Out of Scope; “athletic ranks” are well outside the scope of this passage.
15. **E** **Category:** Detail
Difficulty: Medium
Strategic Advice: Although certain lines are singled out by the question, remember to review the main point of the entire paragraph.
Getting to the Answer: The author’s main point in these lines is that women like Elizabeth I were not only unusual because they occupied positions that were often considered the domain of men, but also because society accepted this fact with

relative ease. Use this as the basis of your prediction.

- (A) Distortion; this is true according to the passage, but it is not the whole answer.
- (B) Misused Detail; the women’s movement is not mentioned in this paragraph, and it occurred well after Elizabeth I’s time.
- (C) Out of Scope; this idea is never discussed in the passage.
- (D) Out of Scope; the author may or may not accept this idea, but he does not discuss it in this passage.

16. **D** **Category:** Detail

Difficulty: Medium

Strategic Advice: You’ll often need to use elimination instead of prediction on questions that ask for exceptions; you should be able to find justification in the passage for every answer choice but one.

Getting to the Answer: Though it is difficult to predict questions like this precisely, you should expect that the correct answer choice will either run contrary to the passage’s ideas or concern a topic which is entirely out of its scope.

- (A) Opposite; this is discussed near the end of the third paragraph.
- (B) Opposite; this choice is mentioned in the fourth paragraph.
- (C) Opposite; this idea is used at the beginning of the second paragraph.
- (E) Opposite; this is mentioned at the end of the fourth paragraph.

17. **D** **Category:** Inference

Difficulty: Medium

Strategic Advice: Before attempting to make a prediction, make sure you fully understand the viewpoint presented in the lines referenced by the question stem.

Getting to the Answer: Though you probably won’t be able to predict the precise idea that will form the correct answer choice, you should expect that it will support the idea that society, before the women’s movement, did not readily accept women who tried to assume roles traditionally thought to be masculine.

- (A) Opposite; this is an acceptance of women in a traditionally male position, not a rejection.
- (B) Opposite; as with the choice above, this actually argues against the point presented in the lines mentioned.
- (C) Out of Scope; this may be true, but it does not have any direct relationship to the viewpoint under discussion.
- (E) Misused Detail; this might support an argument presented later in the passage, but not the one from the question stem.

18. **E** **Category:** Inference

Difficulty: Medium

Strategic Advice: Though the answer choices use fairly abstract language, remember that your prediction should still have firm roots in the statements made in the passage.

Getting to the Answer: In this sentence, the author suggests that, though there were attempts to revert to a pre-war status quo, this would ultimately prove impossible due to the deep-seated changes that had already occurred in the American social order. Your prediction should be consistent with this viewpoint.

- (A) Distortion; the reversal of wartime changes in women’s roles does not suggest a “resolve toward social progress.”
- (B) Distortion; though there might seem to be some acceptance and rejection occurring in this sentence, this statement misses the sentence’s true point.

(C) Out of Scope; “women in other countries” are not mentioned in this part of the passage.

(D) Distortion; this author would not refer to his own example of a change in women’s roles as “trivial.”

19. **D** **Category:** Vocab-in-Context

Difficulty: Medium

Strategic Advice: Answer choices can often contain several shades of meaning that vary subtly, so make sure you have a firm understanding of the sentence’s context.

Getting to the Answer: Here, the author is discussing women’s progress in the working world, so look for a choice that has a related meaning.

(A) Distortion; this is too literal an interpretation of the word “strides.”

(B) Distortion; again, this is tied too closely to the physical motion of striding, which is inappropriate in context.

(C) Distortion; this is another synonym of “strides” which does not quite fit the context of the sentence.

(E) Distortion; this definition of “strides” makes little sense in context.

20. **C** **Category:** Detail

Difficulty: Medium

Strategic Advice: Remember, even if an answer choice seems logical, you should double-check to make sure it actually appears in the passage.

Getting to the Answer: Although it might be tempting to imagine a number of motivations, the main ones mentioned in the text are “decreased manpower and increased demand.” Expect one or both of these to appear in the correct answer choice.

I. This agrees with the author’s reference to “decreased manpower.”

II. This fits with the statement about “increased demand” and other references to manufacturing.

III. Out of Scope; though this may have been true, it is not actually mentioned in the passage.

21. **A** **Category:** Inference

Difficulty: Medium

Strategic Advice: Though many of these choices may seem plausible, only one will be relevant to the author’s main points; don’t be swayed by the rest.

Getting to the Answer: The author mainly discusses women who took on traditionally male jobs during the war to make up for the loss of able-bodied men for those jobs. Predict that the answer will be an example of this phenomenon.

(B) Misused Detail; though the author mentions “taking care of children,” he does not argue that such jobs were affected in any way by the World Wars.

(C) Out of Scope; the author’s discussion does not mention any jobs this close to the field of battle.

(D) Out of Scope; though such an example might have existed, it would not have served the author’s main point about women taking on men’s jobs.

(E) Misused Detail; though “sewing” is mentioned briefly in the passage and may seem related to “knitting,” this does not fit with the author’s description of wartime working women.

22. **B** **Category:** Inference
Difficulty: Medium
Strategic Advice: To make your prediction, first establish the individuals to whom the quoted line is referring, then try to find a similar group in Passage 2.
Getting to the Answer: The Passage 1 quotation is referring to women like Marie Curie who were pioneers by virtue of doing jobs usually performed by men. Any of the female groups from Passage 2 who took on men’s work would form a good prediction.
(A) Distortion; by this point in time, these women are no longer performing a role that is unexpected of them.
(C), (D), and (E) are all Opposite; these are examples of women performing duties that would traditionally be expected of them.
23. **B** **Category:** Global
Difficulty: High
Strategic Advice: You’ll need to rely on your overall impressions of the passages to answer questions that compare their tones. Go back to your notes for a basic outline of each as you make your prediction.
Getting to the Answer: Both authors, though they have their opinions about history, maintain fairly detached tones. Predict that the answer choice will reflect a tone that is scholarly and unemotional.
(A) Distortion; neither author seems to be “yearning” for the past times they describe.
(C) Extreme/Out of Scope; though a male author might feel some degree of “guilt” for the inequalities of the past, neither author expresses this feeling very strongly.
(D) Extreme; “outrage” is far too strong a term to capture either author’s tone accurately.
(E) Extreme; neither author seems to be harboring particular “aggression” towards his subject matter.
24. **A** **Category:** Inference
Difficulty: High
Strategic Advice: Make sure that your prediction fits both criteria—an assumption in Passage 2 with support from information in Passage 1.
Getting to the Answer: Chronologically, the first passage ends where the second begins, with the women’s movement in the nineteenth century. Expect the correct answer choice to involve this movement.
(B) Misused Detail; this is an assumption from Passage 2 only; it is not mentioned in Passage 1.
(C) Out of Scope; neither passage really suggests that women had an inherent “distaste” for “heavy labor.”
(D) Misused Detail; as with (B), this fits with Passage 2 but has little to do with Passage 1.
(E) Misused Detail; the twentieth century is really only discussed in Passage 2, not Passage 1.

Section 7 (Experimental—Writing)

- 1. B** **Category:** Wordiness
Difficulty: Low
Issues: passives, parallelism, style problems
Strategic Advice: If you don't spot an error in grammar or usage, look for errors in style.
Getting to the Answer: While this sentence is correct grammatically, it is wordier than it needs to be. (B) is concise without introducing any additional errors or losing any of the meaning of the original sentence.
All of the other choices are still unnecessarily wordy; additionally, (C) and (D) use the passive voice unnecessarily, and (C) and (E) violate the rules of parallel structure and leave the meaning of the sentence incomplete.
- 2. A** **Category:** Correct as Written
Difficulty: High
Issues: transitions, style problems, parallelism
Strategic Advice: Remember that between five and eight Writing section questions will be correct as written.
Getting to the Answer: This sentence is correct as written.
(B) and (D) change the relationship between the two clauses.
In (C), the clause after the semicolon is not independent.
(E) violates the rules of parallel structure.
- 3. E** **Category:** Ambiguity
Difficulty: High
Issues: transitions, modifiers, passives
Strategic Advice: Pronouns must have antecedents that are logical and unambiguous.
Getting to the Answer: This sentence uses the passive voice unnecessarily, and "they" has no logical plural antecedent. (E) corrects both errors.
(B) does not address either error and introduces a cause-and-effect relationship between the clauses that is not present in the original.
(C) also creates an inappropriate cause-and-effect relationship between the clauses.
In (D), "the lack of water" is "currently utilizing irrigation channels."
- 4. C** **Category:** Modifiers
Difficulty: Medium
Issues: subject–verb, run-ons and fragments, passives
Strategic Advice: Generally, an introductory modifying phrase or clause will modify the first noun or pronoun that follows.
Getting to the Answer: Here, the use of the passive voice makes it seem as if "my first time" is "Hearing the song on my car radio." (C) makes it clear that "I" heard the song.
The verb in (B) does not agree with its singular subject.
(D) creates a sentence fragment.
In (E), the opening phrase modifies "hearing," and the passive voice error is not addressed.
- 5. C** **Category:** Ambiguity
Difficulty: Medium
Issues: wordiness

Strategic Advice: Every pronoun must have a clear antecedent.

Getting to the Answer: In this sentence, “their” has no antecedent. (C) eliminates the ambiguous pronoun.

(B) eliminates the ambiguous pronoun but is unnecessarily wordy.

(D) and (E) still contain ambiguous pronouns.

6. **B** **Category:** Subject–Verb

Difficulty: Medium

Issues: style problems, transitions, wordiness

Strategic Advice: A verb must agree with its subject, which may follow it in the sentence.

Getting to the Answer: The singular verb “is” here does not agree with the plural “freshmen”; (B) eliminates the error.

(C) leaves the meaning of the second clause incomplete.

(D) and (E) correct the verb, but “although” changes the relationship between the two clauses, and (E) is unnecessarily wordy.

7. **C** **Category:** Wordiness

Difficulty: Medium

Issues: none

Strategic Advice: Look for the most concise answer choice that does not introduce grammatical errors or change the meaning of the sentence.

Getting to the Answer: This sentence is unnecessarily wordy. (C) says the same thing more concisely.

(B) is even wordier than the original.

(D) and (E) are still wordier than they need to be.

8. **C** **Category:** Ambiguity

Difficulty: Medium

Issues: wordiness, passives

Strategic Advice: A pronoun with no clear antecedent will be incorrect on the SAT.

Getting to the Answer: The pronoun “It” is ambiguous here because it lacks an antecedent. (C) eliminates the ambiguous pronoun.

(B), (D), and (E) do not address the error; additionally, (B) and (E) are

unnecessarily wordy and (D) introduces another ambiguous pronoun, “they.”

9. **E** **Category:** Wordiness

Difficulty: Medium

Issues: style problems

Strategic Advice: If the meaning of one word is inherent in the meaning of another, using the words together will be redundant.

Getting to the Answer: An “autobiography” is, by definition, written by the person it’s about, so “he wrote” is redundant. Both (C) and (E) eliminate the redundancy, but (C) leaves the meaning of the second clause incomplete.

(B) and (D) do not address the error.

10. **D** **Category:** Parallelism

Difficulty: High

Issues: idioms

Strategic Advice: In sentences with multiple errors, make sure your answer choice addresses all of them.

Getting to the Answer: This sentence has two problems: the idiom “not only...but also” requires parallel construction, and “development in” is idiomatically incorrect in this context. (D) corrects the sentence by making the second clause parallel to the first and eliminating the incorrect idiom.
(B) and (C) do not address either error.
(E) corrects the parallelism error but not the idiom.

11. **A** **Category:** Correct as Written
Difficulty: High
Issues: comparison, ambiguity, idioms
Strategic Advice: Eliminate answer choices methodically; only by elimination can “correct as written” sentences be identified.
Getting to the Answer: This sentence is correct as written.
(B) changes the meaning of the original sentence.
(C) illogically compares the exercising of rights with the rights themselves.
(D) does not make it clear whether “one” is meant to refer to a right or the exercise of a right.
(E) is idiomatically incorrect usage.
12. **C** **Category:** Subject–Verb
Difficulty: Medium
Issues: pronouns, modifiers, idioms
Strategic Advice: When you see an underlined verb, make sure it agrees with its subject.
Getting to the Answer: Intervening phrases and clauses can disguise a subject–verb agreement issue. Even though the plural nouns “animals,” “preserves,” and “areas” are closer to it in the sentence, the subject of the plural verb in (C) is actually the singular “reference.”
(A) uses the correct relative pronoun to refer to “animals.”
(B) properly modifies a verb with an adverb.
(D) is correct idiomatic usage.
13. **D** **Category:** Subject–Verb
Difficulty: High
Issues: modifiers, parallelism
Strategic Advice: Be sure all underlined verbs agree with their subject nouns.
Getting to the Answer: The singular “group,” not the plural “seniors,” is the subject of the verb in (D), which should read *as is*.
(A) agrees with its singular subject.
(B) properly uses an adverb to modify an adjective and an adjective to modify a noun.
(C) correctly parallels the first part of the compound.
14. **A** **Category:** Pronouns
Difficulty: Medium
Issues: subject–verb, idioms
Strategic Advice: Use the objective pronoun case as the object of a preposition or verb.
Getting to the Answer: (A) uses “myself” instead of the correct objective pronoun *me*.
(B) agrees with its singular subject “phone call.”
(C) and (D) are idiomatically correct.

15. **D** **Category:** Verb Tenses
Difficulty: Medium
Issues: subject–verb, idioms
Strategic Advice: Familiarize yourself with the various forms of common irregular verbs.
Getting to the Answer: “Swum,” not “swam,” is the correct past perfect form of *to swim*; the error is in (D).
 (A) agrees with its singular subject “teacher.”
 (B) and (C) are idiomatically correct.
16. **A** **Category:** Comparisons
Difficulty: High
Issues: transitions, subject–verb, modifiers
Strategic Advice: Comparisons require parallel structure; what comes after “more” must be parallel in form with what comes after “than.”
Getting to the Answer: Items being compared must be parallel in form, and the comparison must be structured correctly. (A) incorrectly adds “like” after “than.”
 (B) provides the necessary contrast in context.
 (C) agrees with its plural subject.
 (D) uses the proper verb form as an adjective.
17. **C** **Category:** Pronouns
Difficulty: Medium
Issues: verb tenses, transitions
Strategic Advice: Intervening phrases can make it difficult to notice when a pronoun does not agree with its antecedent.
Getting to the Answer: In (C), “it” refers to “northern lights” and is therefore incorrectly singular.
 (A) and (D) use a consistent verb tense.
 (B) expresses the cause-and-effect relationship between the clauses.
18. **B** **Category:** Pronouns
Difficulty: Low
Issues: subject–verb, idioms, comparisons
Strategic Advice: When you see an underlined pronoun, identify its antecedent.
Getting to the Answer: In (B), “its” does not agree with its plural antecedent “Computers.”
 (A) agrees with its plural subject.
 (C) uses the infinitive form correctly.
 (D) sets up the comparison properly.
19. **B** **Category:** Verb Tenses
Difficulty: Medium
Issues: transitions, modifiers, idioms
Strategic Advice: Unless context demands a change, verb tenses should remain consistent.
Getting to the Answer: There is no logical reason for the verb tense shift in this sentence; (B) should read *asks*.
 (A) correctly relates the clauses in the sentence.
 (C) properly uses an adverb to modify a verb form.
 (D) is idiomatically correct.

20. **D** **Category:** Comparisons
Difficulty: Medium
Issues: verb tenses, idioms, modifiers
Strategic Advice: Make sure underlined comparisons are made between logical things.
Getting to the Answer: This sentence illogically compares “subjects that...could be studied on the Internet” to “the university”; (D) should be something like *subjects that could be studied at the university or those that are offered by the university*.
 (A) uses an appropriate verb tense in context.
 (B) is idiomatically correct.
 (C) properly uses adverbs to modify an adverb and an adjective.
21. **B** **Category:** Verb Tenses
Difficulty: Medium
Issues: idioms, modifiers
Strategic Advice: Use context to determine if the underlined verbs are in the right tense.
Getting to the Answer: “Once” is your clue here; it tells you that the actions discussed in the rest of the sentence took place in the past. (B) should be the past tense *became*.
 (A) is idiomatically correct.
 (C) uses an adverb to modify an adjective.
 (D) uses an adverb to modify an adjective and an adjective to modify a noun.
22. **D** **Category:** Modifiers
Difficulty: Low
Issues: subject–verb, idioms
Strategic Advice: Adverbs modify verbs, adjectives, and adverbs; adjectives modify nouns and pronouns.
Getting to the Answer: (D) uses an adjective instead of an adverb to modify “chooses”; *carefully* would be correct here.
 (A) agrees with its singular subject.
 (B) is idiomatically correct use of the infinitive.
 (C) is correct idiomatically correct.
23. **D** **Category:** Parallelism
Difficulty: Medium
Issues: pronouns, verb tenses, idioms
Strategic Advice: Related nouns in a sentence must agree in number.
Getting to the Answer: “Seniors” cannot want to be “a medical professional”; (D) should be plural.
 (A) correctly uses “who” to refer to “students.”
 The verb in (B) is in an appropriate tense for something that happened “this past spring.”
 (C) is idiomatically correct.
24. **E** **Category:** Correct as Written
Difficulty: High
Issues: idioms, pronouns
Strategic Advice: Check each underlined section methodically to eliminate wrong answer choices.

Getting to the Answer: This sentence is correct as written.

(A), (C), and (D) are idiomatically correct.

(B) uses the right relative pronoun to refer to an “experiment.”

25. **C** **Category:** Diction
Difficulty: High
Issues: idioms, modifiers, verb tenses
Strategic Advice: *After* is used to refer to something that happened at a specific time following something else; use *since* to indicate an action that is continuing into the present.
Getting to the Answer: Here, “has slept” is your context clue; since the verb tense indicates an action continuing into the present, “after” should be *since*.
(A) is idiomatically correct.
(B) properly uses an adverb to modify an adjective and an adjective to modify a noun.
(D) is an appropriate verb tense in context.
26. **A** **Category:** Diction
Difficulty: High
Issues: idioms, pronouns
Strategic Advice: With items that can be counted, use *few*, *fewer*, or *fewest*; for uncountable items, use *less* or *least*.
Getting to the Answer: Since “responses” can be counted, (A) should be *fewest*.
(B) and (D) are idiomatically correct.
The pronoun in (C) agrees with its singular antecedent.
27. **E** **Category:** Correct as Written
Difficulty: Medium
Issues: subject–verb, idioms
Strategic Advice: Expect to see between five and eight Writing section questions that are correct as written.
Getting to the Answer: This sentence is correct as written.
(A) agrees with its singular subject.
(B), (C), and (D) are correct idiomatic usage.
28. **C** **Category:** Idioms
Difficulty: High
Issues: subject–verb, modifiers
Strategic Advice: Most Idioms questions will hinge on proper preposition usage.
Getting to the Answer: The idea of “against” is inherent in the meaning of the word “opposition”; (C) should read *to*.
(A) agrees with its plural subject.
(B) appropriately uses an adverb to modify a verb.
(D) is idiomatically correct.
29. **C** **Category:** Verb Tenses
Difficulty: Medium
Issues: idioms
Strategic Advice: Whenever you see underlined verbs, check them to make sure they sequence events logically.
Getting to the Answer: Since Sarah’s tears turned to laughter at the same time her friends leapt out of the closet, those two verbs need to be in the same tense.

Changing (B) to the present tense would then make (A) incorrect, so the error is in (C).

(A) properly uses the past perfect tense to describe an action completed prior to another stated past action.

(B) uses the proper tense to sequence the events discussed in the sentence.

(D) uses the proper verb form as a modifier.

30. **C** **Category:** Wordiness

Difficulty: Low

Issues: pronouns, transitions

Strategic Advice: Keep an eye out for unnecessary words and phrases. If one of the answer choices expresses the same meaning in fewer words, it is likely correct.

Getting to the Answer: There is no need to repeat the pronoun “them,” as the sentence already makes it clear that Lewis and Clark were given the mission. (C) is the most concise version.

(B) still contains an unnecessary pronoun.

(D) uses the pronoun “them” without a clear antecedent.

(E) inserts a contrast transition that does not make sense in context.

31. **B** **Category:** Wordiness

Difficulty: Medium

Issues: transitions, pronouns

Strategic Advice: When you need to combine two sentences, identify the relationship between the ideas.

Getting to the Answer: These two sentences are not grammatically incorrect, but sentence 4 is awkward and unnecessarily wordy. Since there is a contrast between the idea that the Territories were immense and that no map of them existed, the transition word “Though” in (B) connects the ideas best.

(C) creates an illogical cause-and-effect relationship between the two clauses and uses a singular pronoun to refer to the plural “Territories.”

(D) and (E) do not properly relate the new sentence to what comes before it.

32. **D** **Category:** Reading Comprehension

Difficulty: Medium

Issues: transitions

Strategic Advice: Identify the sentence that makes the most logical connection between the previous sentence and the following sentence. Here, you might start with determining to whom “they” refers in sentence 5.

Getting to the Answer: Logic tells you that “they” in sentence 5 refers to Lewis and Clark. Sentence 5 also begins with “However,” so you’re looking for a sentence that provides a contrast to the idea of their needing help on their journey. (D) provides both.

(A) creates an illogical antecedent for pronouns in the following sentence.

(B), (C), and (E) do not logically connect sentence 5 with the ideas that come before it in the passage.

33. **B** **Category:** Verb Tenses

Difficulty: Medium

Issues: reading comprehension, transitions

Strategic Advice: Verb tense use should remain consistent unless there is a logical reason for a change.

Getting to the Answer: The simple past tense is used in this passage, but sentence 8 changes to the present perfect “has given,” which indicates an action that continues into the present. (B) makes the verb tenses consistent.

(A) does not address the issue of verb tense and creates an illogical order of sentences in the paragraph.

(C) and (D) do not address the issue of verb tense; additionally, (C) inserts a transition word that is illogical in context.

(E) changes the meaning of the original sentence.

34. **D** **Category:** Run-ons and Fragments

Difficulty: Medium

Issues: wordiness, transitions, passives

Strategic Advice: The *-ing* verb form can never be a sentence’s predicate verb.

Getting to the Answer: This sentence is a fragment with no independent clause.

(D) corrects the error.

(B) is unnecessarily wordy.

(C) inserts a transition that does not make sense in the context of the paragraph.

(E) introduces the passive voice unnecessarily.

35. **C** **Category:** Transitions

Difficulty: Medium

Issues: idioms

Strategic Advice: Transition words must logically relate the ideas they connect.

Getting to the Answer: Lewis and Clark were able to continue their journey because “Trading went smoothly,” so the contrasting transition “yet” does not make sense here. (C) uses the more logical “and.”

(A), (B), (D), and (E) do not correct the illogical transition; additionally, (B) suggests a phrase that is idiomatically incorrect and (D) omits some of the meaning of the sentence.

Section 8 (Math)

1. **B** **Category:** Equations

Difficulty: Low

Strategic Advice: Don't be intimidated by equations. Cross-multiplying will make them much easier to solve. Backsolving will also work well.

Getting to the Answer:

$$\begin{aligned}\frac{2}{x+4} &= \frac{1}{3} \\ 2(3) &= 1(x+4) \\ 6 &= x+4 \\ 2 &= x\end{aligned}$$

To Backsolve, start in the middle.

$$(C) \frac{2}{x+4} = \frac{2}{3+4} = \frac{2}{7} \neq \frac{1}{3}$$

You need a smaller number.

$$(B) \frac{2}{x+4} = \frac{2}{2+4} = \frac{2}{6} = \frac{1}{3}$$

That works perfectly, so (B) is correct.

2. **D** **Category:** Ratios

Difficulty: Low

Strategic Advice: When you set up a proportion, make sure the numerator and the denominator represent the same thing on both sides of the equation.

Getting to the Answer: If the number of errors in Jamie's paper is x , then you can set up an equation to find x . Remember to put the number of errors in the numerator on both sides, and the number of words in the denominator.

$$\begin{aligned}\frac{8}{100} &= \frac{x}{250} \\ (x)(100) &= (8)(250) \\ x &= \frac{2,000}{100} \\ x &= 20\end{aligned}$$

3. **A** **Category:** Angles

Difficulty: Medium

Strategic Advice: When an SAT question gives you a list of things defined in terms of each other, you should usually start working with the last item in the list.

Getting to the Answer: First, find the measure of $\angle KMN$. Then determine the measure of $\angle JML$. Since $\angle LMN$ is a straight angle, you know it measures 180° .

$$\begin{aligned}\angle KMN &= \left(\frac{2}{9}\right)\angle LMN = \left(\frac{2}{9}\right)180^\circ = 40^\circ \\ \angle JML &= \left(\frac{1}{2}\right)\angle KMN = \left(\frac{1}{2}\right)40^\circ = 20^\circ\end{aligned}$$

4. **A** **Category:** Equations

Difficulty: Low

Strategic Advice:

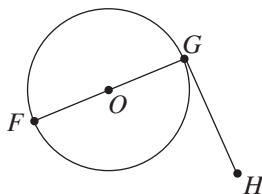
Getting to the Answer: If Jamal has \$66 and the shoes cost \$18 more than that, then the cost of the shoes is $\$66 + \$18 = \$x$. Rewrite the equation until it looks like one of the answer choices.

$$x = 66 + 18$$

$$x - 18 = 66$$

That's the same as (A).

5. **A** **Category:** Circles
Difficulty: Medium
Strategic Advice: By definition, a line tangent to a circle is perpendicular to the circle's radius at the point of tangency.
Getting to the Answer:



Since \overline{FG} is a diameter of the circle, the center of the circle O lies on \overline{FG} . \overline{OG} is a radius of the circle. \overline{GH} is tangent to the circle at G , so \overline{GH} is perpendicular to \overline{OG} and \overline{FG} . There is only one possible value for the measure of $\angle FGH$: $\angle FGH = 90^\circ$.

6. **E** **Category:** Equations
Difficulty: Medium
Strategic Advice: If you are not sure how to set up a system of equations, try Backsolving.
Getting to the Answer: Remember, start in the middle.
(C) If the price of a thick notebook is \$5, then the price of a thin notebook is $\$5 - \$2 = \$3$. The amount a student would pay for 7 thick and 8 thin notebooks is $7(\$5) + 8(\$3) = \$35 + \$24 = \$59$. This is smaller than \$89, so the price of a thick notebook has to be greater.
(D) If a thick notebook costs \$6, then a thin notebook costs $\$6 - \$2 = \$4$. The total amount is $7(\$6) + 8(\$4) = \$42 + \$32 = \$74$. This is still smaller than \$89. Therefore, the price of a thick notebook is greater than \$6. (E) must be correct.
(E) If a thick notebook costs \$7, then a thin one costs $\$7 - \$2 = \$5$. The total price is $7(\$7) + 8(\$5) = \$49 + \$40 = \$89$. This works perfectly.
To solve this problem algebraically, let the price of a thick notebook be $\$x$ and the price of a thin notebook be $\$y$.

$$y = x - 2$$

$$7x + 8y = 89$$

Use substitution:

$$7x + 8(x - 2) = 89$$

$$7x + 8x - 16 = 89$$

$$15x = 89 + 16$$

$$15x = 105$$

$$x = \frac{105}{15}$$

$$x = 7$$

The price of a thick notebook is \$7.

7. **D** **Category:** Logic
Difficulty: Medium
Strategic Advice: To find the area of an unusual shape, break it up into several familiar shapes.

Getting to the Answer: The shape in figure 1 consists of 16 small triangles. Since they are all equal in size, the area of one small triangle is $\frac{64}{16} = 4$ square centimeters. The shape in figure 2 consists of 7 small triangles. Thus, the area of the shape in figure 2 is $7 \cdot 4 = 28$ square centimeters.

8. **B** **Category:** Equations

Difficulty: Low

Strategic Advice: Some Equations questions only test your ability to perform arithmetic operations. Remember to use the order of operations.

Getting to the Answer: Plug in 36 for a and find the value of b .

$$b = \frac{7}{6}(36) + 28$$

$$b = 7(6) + 28$$

$$b = 42 + 28$$

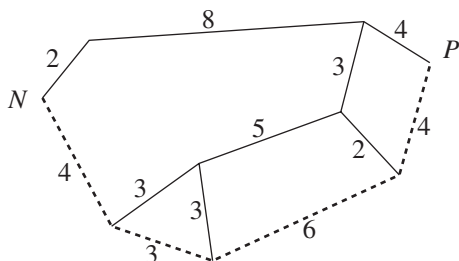
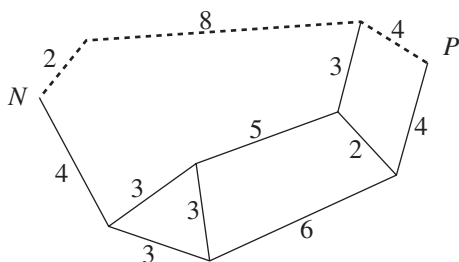
$$b = 70$$

9. **A** **Category:** Logic

Difficulty: Medium

Strategic Advice: In Logic problems where you need to count lines or add combinations of things, it's helpful to mark the ones you've already counted. Here, draw over the lines of the figure as you find the shortest paths to be sure you don't leave anything out.

Getting to the Answer: The two shortest paths are shown below.



The shortest route, q , is $2 + 8 + 4 = 14$ meters long. The second shortest route, r , is $4 + 3 + 6 + 4 = 17$ meters long. Therefore, $q + r = 14 + 17 = 31$.

10. **A** **Category:** Exponents

Difficulty: Medium

Strategic Advice: Use your calculator to quickly find large exponents. Backsolving is a great way to deal with many Exponents questions.

Getting to the Answer: Be sure to plug in the answer choices for m , not for k .

(C) $k = 3(4) = 12$

$3^{12} = 531,441$

You need a smaller number.

(B) $k = 3(3) = 9$

$3^9 = 19,683$

You still need a smaller number.

(A) $k = 3(2) = 6$

$3^6 = 729$

That works perfectly.

11. **D** **Category:** Circles

Difficulty: Low

Strategic Advice: When you're working with circles, be sure not to mix up the diameter and the radius.

Getting to the Answer: Use the given area and the area formula, $A = \pi r^2$, to determine the radius. Then, multiply the radius by two to find the diameter.

$$A = \pi r^2$$

$$36\pi = \pi r^2$$

$$36 = r^2$$

$$6 = r$$

$$d = 2r = 2(6) = 12$$

12. **C** **Category:** Averages

Difficulty: Medium

Strategic Advice: As soon as you see the word average, think of the formula $\text{average} = \frac{\text{sum of terms}}{\text{number of terms}}$.

Getting to the Answer: Plug the information from the question stem into the formula and then solve for n .

$$3n = \frac{m + 3m + n + 3n}{4}$$

$$3n = \frac{5 + 3(5) + n + 3n}{4}$$

$$3n = \frac{5 + 15 + n + 3n}{4}$$

$$3n = \frac{20 + 4n}{4}$$

$$12n = 20 + 4n$$

$$8n = 20$$

$$n = \frac{20}{8}$$

$$n = \frac{5}{2}$$

13. **D** **Category:** Logic

Difficulty: Medium

Strategic Advice: When questions about repeating patterns involve small numbers of terms, you can write out as much of the pattern as you need. For larger numbers of terms, you'll have to use the pattern to figure out which terms are equivalent.

Getting to the Answer: The gumballs are always released in the same order—red, orange, yellow, green, blue, and purple—so every time six gumballs have been released, the pattern repeats. Therefore, when six gumballs, 12 gumballs, 18 gumballs, or any number of gumballs divisible by six have been released, you have gone through a complete cycle. The 18th gumball is the same color as the sixth gumball.

(A) 19 is one larger than 18, so it is the same color as the first gumball in the cycle, red. Eliminate.

(B) 20 is two larger than 18, so it is the same color as the second gumball in the cycle, orange. Eliminate.

(C) 21 is three larger than 18, so it is the same color as the third gumball in the cycle, yellow. Eliminate.

(D) 22 is four larger than 18, so it is the same color as the fourth gumball in the cycle, green. This is the correct answer choice.

(E) 23 is five larger than 18, so it is the same color as the fifth gumball in the cycle, blue. Eliminate.

14. **D** **Category:** Functions

Difficulty: High

Strategic Advice: Pick Numbers to make abstract questions more concrete.

Getting to the Answer: To solve this question algebraically, plug the expression for $x \diamond$ into the expression for $x \spadesuit$ as x . Be careful with the exponents.

$$x \diamond = x^3 + 2$$

$$(x \diamond) \spadesuit = (x^3 + 2)^2 - 2$$

$$(x \diamond) \spadesuit = (x^3)^2 + 2x^3 + 2x^3 + 4 - 2$$

$$(x \diamond) \spadesuit = x^6 + 4x^3 + 2$$

That's (D).

If you're not quite sure what to do with the exponents, Picking Numbers will let you work with real numbers instead of abstract variables. Let $x = 2$ and find the value of $(x \diamond) \spadesuit$, making sure to work from the inside out.

$$2 \diamond = 2^3 + 2$$

$$2 \diamond = 8 + 2$$

$$2 \diamond = 10$$

$$(2 \diamond) \spadesuit = 10 \spadesuit$$

$$10 \spadesuit = 10^2 - 2$$

$$10 \spadesuit = 100 - 2$$

$$10 \spadesuit = 98$$

The final step is to plug 2 in for x in each of the answer choices, looking for the one that equals 98.

(A) $2 + 4 = 6$

(B) $2^5 = 32$

(C) $2^6 + 4(2)^3 + 4 = 64 + 4(8) + 4 = 64 + 32 + 4 = 100$

(D) $2^6 + 4(2)^3 + 2 = 64 + 4(8) + 2 = 64 + 32 + 2 = 98$

(E) $2^9 + 4(2)^6 + 2 = 512 + 4(64) + 2 = 512 + 256 + 2 = 770$

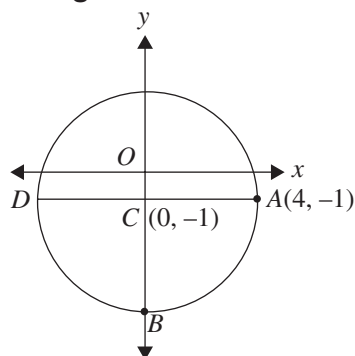
(D) is correct.

15. **B** **Category:** Coordinate Planes

Difficulty: High

Strategic Advice: When you see a circle, look for the radius.

Getting to the Answer:



To find the radius of this circle, you need to locate the center of the circle. Add line segment \overline{AD} perpendicular to the y -axis. Since point A has the greatest x -coordinate, \overline{AD} is a diameter of the circle. Point C , the intersection of \overline{AD} and the y -axis, is the center of the circle. CB and CA are radii, so $CB = CA = 4$. Point C has the same y -coordinate as point A , -1 . Point B is the same distance from C as point A , but vertically instead of horizontally. Point B has the y -coordinate $-1 - 4 = -5$. (B) is correct.

16. **B** **Category:** Functions

Difficulty: Medium

Strategic Advice: You can either Backsolve by evaluating the functions in the answer choices or convert the function into a normal equation and solve for x .

Getting to the Answer: Determine the value of $b(-6) - b(6)$ first.

$$b(-6) = \sqrt{(-6)^2 - 4} = \sqrt{36 - 4} = \sqrt{32}$$

$$b(6) = \sqrt{(6)^2 - 4} = \sqrt{36 - 4} = \sqrt{32}$$

$$b(-6) - b(6) = \sqrt{32} - \sqrt{32} = 0$$

You can either evaluate the answer choices until you find the one that also equals 0, or you can set the function equal to 0 and solve for x .

Backsolving:

(C) $b(4) = \sqrt{4^2 - 4} = \sqrt{16 - 4} = \sqrt{12}$. You need a smaller value of x .

(B) $b(2) = \sqrt{2^2 - 4} = \sqrt{4 - 4} = \sqrt{0} = 0$. This is the correct answer choice.

Algebra:

$$0 = \sqrt{x^2 - 4}$$

$$0 = x^2 - 4$$

$$4 = x^2$$

$$2 = x \text{ or } -2 = x.$$

(B) has $x = 2$, so it works.

Section 9 (Critical Reading)

1. **B** **Category:** Cause-and-Effect
Difficulty: Low
Strategic Advice: Use the keywords to determine similar meaning between the blanks.
Getting to the Answer: What is the relationship between the blanks? Internet users would have *used* a term like blogging first, after which the “mainstream media” might have *adopted* it.
(A) These words are negative and do not match your predictions.
(C) These answers do not match your prediction for similar meaning between the blanks.
(D) “Relinquished” is the opposite of your prediction, and “appropriated” does not fit in context.
(E) Though “applauded” could be tempting for the second blank, “instigated” doesn’t work in the first.
derided: ridiculed
appropriated: set apart for specific use
instigated: started; brought about
2. **E** **Category:** Definition
Difficulty: Low
Strategic Advice: Use the relationship between the blanks to find a combined meaning.
Getting to the Answer: The second blank may be more manageable to work with—a “demure” and “decorous” person will probably describe herself with a sense of *humility*. The first blank would therefore play down her accomplishments; she would likely describe herself as *a beginner*.
(A) “An apprentice” might fit the first blank, but “egotism” is the opposite of your prediction for the second.
(B) “An avenger” does not make sense in the sentence, even if “magnanimity” has the right charge for the second blank.
(C) These words do not match your prediction at all.
(D) “A pedant” is not a beginner, and “insolence” is far too negative.
magnanimity: generosity; big-heartedness
paragon: a model of excellence
pedant: one who pays too much attention to books and learning
neophyte: a novice
3. **C** **Category:** Contrast
Difficulty: Medium
Strategic Advice: The keywords show you that the blank contrasts with the second half of the sentence.
Getting to the Answer: You need something that “contradicts” approval in the first blank; originally, she *criticized* the idea, but then came to appreciate it.
(A) This does not relate to criticism.
(B) “Scrutinized” is slightly negative, but does not provide adequate contrast with *championed*.
(D) This word has the opposite charge of your prediction.
(E) “Envisioned” matches neither your prediction nor the necessary charge of the blank.

scrutinized: inspected closely
denounced: put down; spoke ill of
coveted: wished for longingly; desired greatly

4. **B** **Category:** Definition

Difficulty: Medium

Strategic Advice: Look at the keywords to determine a definition structure.

Getting to the Answer: Don't be thrown by tough vocabulary. What kind of skill relates to "great precision"?

(A) "Conviction" is a positive skill, but does not work in this specific context.

(C) "Spontaneity" is likewise positive but inappropriate.

(D) This word has the opposite charge and does not make sense in the sentence.

(E) "Tangibility" may seem tempting, but it doesn't convey the sense of precision and attention to detail for which you're looking.

meticulousness: attention to detail

spontaneity: the quality of acting on a whim

tangibility: being discernable by touch

5. **A** **Category:** Contrast

Difficulty: High

Strategic Advice: Even with tough vocabulary in the answer choices, focus on the keywords and look for a contrast within the sentence.

Getting to the Answer: From near-extinction, the birds *increased* their numbers from 17 to 350. Look for a word that describes this increase.

(B) "Mediated" does not match your prediction.

(C) "Ameliorated" is very positive, but does not relate to an increase in number.

(D) This word is the opposite of your prediction.

(E) "Acquiesced" suggests passivity, which doesn't work in context.

mediated: reconciled differences between two parties

ameliorated: made better

attenuated: made slender or smaller

acquiesced: agreed to

6. **C** **Category:** Contrast

Difficulty: High

Strategic Advice: Keywords like "although" will signal a contrast within the sentence; determine how this contrast relates to the missing word.

Getting to the Answer: Franklin did not get credit when she was alive, but is now being *celebrated* by scientists in her field.

(A) This is a very negative word and does not match your prediction.

(B) "Mollified" does not provide the required contrast with lack of recognition.

(D) "Galvanized" sounds positive but does not have the correct meaning.

(E) This word is very negative; it is the opposite of your prediction.

villified: denigrated, slandered

lionized: celebrated, lauded

galvanized: spurred into action

Neil and Claudia

7. **C** **Category:** Global
Difficulty: Medium
Strategic Advice: Global questions deal with the passage as a whole; the correct answer will reflect the main idea.
Getting to the Answer: The passage focuses on the relationship between Neil and Claudia, and the way their differences influence it. Look for an answer choice that reflects this.
(A) Out of Scope; this is not presented as a typical relationship by the passage.
(B) Extreme; “conformity” refers to Claudia, but this is a more minor part of the passage, and “cautionary tale” does not match the tone.
(D) Extreme; there is class separation between the two characters, and while the passage treats it as unfortunate, the tone is not truly critical.
(E) Distortion; it does appear that Neil is romantically interested in Claudia, but the ending suggests the two will drift apart rather than become involved.
8. **A** **Category:** Inference
Difficulty: Low
Strategic Advice: Inference questions drawn from a particular selection won’t stray from the logic and purpose of that selection.
Getting to the Answer: The two descriptions are very different. One suggests an individual extremely concerned with proper manners, while the other suggests the opposite. Because both are presented as relatively common behavior for Claudia, look for an answer choice that accounts for the multiple sides of her personality.
(B) Distortion; this is suggested by the passage, but the selection in question does not highlight Neil’s “romantic interest.”
(C) Distortion; because Claudia has two conflicting sides to her personality, her attendance at charity luncheons still makes sense.
(D) Misused Detail; this describes a portion of the selection but not what the selection suggests about her character in general.
(E) Misused Detail; neither of the cited descriptions have anything to do with Claudia’s feelings toward her colleagues.
9. **C** **Category:** Inference
Difficulty: Medium
Strategic Advice: Inference questions like this one rely on your ability to pull meaning out of a detailed description. Remember in this case to look for an answer choice that focuses on the selection, not necessarily the passage as a whole.
Getting to the Answer: The selection states that this is a circumstance that Neil knows well, and what follows is a very detailed description of what would theoretically occur. Look for an answer choice that points to the very close attention Neil pays Claudia.
(A) Extreme; the description is not negative in tone.
(B) Distortion; Neil certainly enjoys Claudia’s company, but this is not what the selection is alluding to.
(D) Misused Detail; earlier in the paragraph, their private conversations are described as rare, but this is not the point of the selection.
(E) Out of Scope; the passage does not point to Neil’s nature being the cause of the situation; if anything, it is more descriptive of Claudia’s nature.

10. **D** **Category:** Function
Difficulty: Medium
Strategic Advice: Function questions ask about what the author accomplishes through the use of a particular selection. Look for an answer choice that describes the selection’s contribution to the passage.
Getting to the Answer: The “inevitable response” itself states that Claudia will “stick to (her) own.” The first paragraph points to a special relationship existing between Claudia and Neil when they are alone; however, the response suggests this special behavior does not mean as much as Neil and Claudia’s difference in “kind.” Look for an answer that reflects this.
(A) Out of Scope; the passage is unconcerned with generalities about the importance of wealth.
(B) Distortion; the others do not necessarily think Neil is lying, just that his aspirations regarding Claudia are not realistic.
(C) Distortion; Neil’s unrequited feelings may be difficult for him, but the passage does not lament them.
(E) Distortion; the others, not Neil, doubt the possibility.
11. **C** **Category:** Inference
Difficulty: High
Strategic Advice: Focus on the specific citation, but keep what you know about the character overall in mind.
Getting to the Answer: The subject of the question stem is Neil’s feelings about political arguments. Look for a choice that reflects his disdain for their “loud, contentious” tone, as well as the way in which the author characterizes him on the whole.
(A) Opposite; Neil has a decidedly negative feeling.
(B) Distortion; this describes the arguments rather than Neil’s feelings about them.
(D) Extreme; the author never suggests that Neil is “troubled” by the arguments, just exasperated.
(E) Distortion; this could only apply to the arguments themselves, not Neil’s feelings.
12. **D** **Category:** Vocab-in-Context
Difficulty: Medium
Strategic Advice: Vocab-in-Context questions can be treated like sentence completions. The correct answer choice could replace the word or phrase and convey the same meaning.
Getting to the Answer: In context, the word compares Neil to someone more important. The correct answer choice will relate to lack of position or importance.
(A) Distortion; Neil is never characterized as “unfriendly,” even though he does not want to talk to the teaching assistant.
(B) Misused Detail; while “supercilious,” meaning “arrogant,” could refer to those having the political discussion, “lowly” refers to Neil himself.
(C) Extreme; “lowly” conveys unimportance, not indecency.
(E) Distortion; Neil is not characterized as being “quiet” in the conversation, and this does not contrast with “more important” as required.
13. **A** **Category:** Inference
Difficulty: High
Strategic Advice: Inference questions do not stray far from the text. The correct answer choice can be logically deduced from the passage.

Getting to the Answer: Claudia is described as being graceful and polite despite her mental state. Look for an answer choice that follows this logic.

(B) Out of Scope; it is never suggested that this is somehow unconventionally “rude.”

(C) Out of Scope; the author never mentions anyone else with whom Claudia would rather be.

(D) Opposite; “uncouth” means rude, and the passage states that Claudia was polite.

(E) Distortion; Claudia’s desire to keep moving is not meant to imply that she enjoys walking, but rather that she desires an escape.

14. **E** **Category:** Inference

Difficulty: Medium

Strategic Advice: Inference questions like this one do not stray far from the text, but the clues given to help you deduce the correct answer may not lie immediately around the selection. Consult your notes to direct your search.

Getting to the Answer: Claudia’s first words to Neil are “Take me somewhere that isn’t here.” From this you can infer that Claudia wishes to escape her immediate surroundings. Further, the fact that Claudia wants to go where Neil would eat if he were alone suggests she wants to go somewhere atypical for her. Look for an answer choice that reflects these desires.

(A) Distortion; the passage never states or implies that this is the case.

(B) Misused Detail; at this point, Claudia has no idea where they are going.

(C) Distortion; Claudia’s mental state is not one of “disorientation.”

(D) Out of Scope; whether or not Claudia knows of Neil’s feelings is never addressed.

15. **B** **Category:** Inference

Difficulty: Low

Strategic Advice: Inference questions will not stray far from the text, and the answer choice can be deduced from the logic of the passage.

Getting to the Answer: The walk is described as being nearly silent, and Neil is characterized as enjoying their animated conversations. Therefore, you can infer that he wants to talk (“vocal chords”) but was instead quiet (“greater sensibility”). Look for an answer choice that reflects this.

(A) Out of Scope; Neil’s ability to speak is never addressed.

(C) Misused Detail; though “physically” is used in the selection, the struggle described is figurative rather than literal.

(D) Misused Detail; this happens later in the passage and does not apply to the cited selection.

(E) Distortion; Neil doesn’t judge Claudia’s behavior at this point.

16. **A** **Category:** Inference

Difficulty: Medium

Strategic Advice: Inference questions often stay close to the text; the correct answer will be the only choice that reflects the logic of the passage and its overall themes.

Getting to the Answer: Neil believes he has made a mistake after seeing the paper plates and dirty tabletops. You can predict that the correct answer choice will have to do with Neil’s belief that Claudia will react negatively to the restaurant.

(B) Misused Detail; Neil is not concerned with his own experience or observational skills.

(C) Out of Scope; Neil, by all accounts, likes this restaurant and does not compare it to “cleaner establishments.”

(D) Distortion; Claudia is the person who wishes to go where she has not been before.

(E) Out of Scope; Neil is thinking about Claudia’s tolerance or lack thereof, not his own.

17. **B** **Category:** Inference

Difficulty: Medium

Strategic Advice: Inference questions do not stray far from the text but will often require an understanding of the text as a whole in order to make a good prediction.

Getting to the Answer: Claudia’s demeanor is the opposite of that in the anecdotal part of the first paragraph, and Neil observes that their interaction does not appear to be the same. Look for an answer choice that takes this into account.

(A) Misused Detail; this is a fleeting thought Neil had earlier in the passage.

(C) Misused Detail; Claudia’s enjoyment of the food is less important to Neil than her particular manner.

(D) Distortion; Neil wants their friendship to be closer to what it was; exactly what she is thinking is not uppermost in his mind at this time.

(E) Out of Scope; there is no evidence suggesting Neil would like to leave the restaurant.

18. **D** **Category:** Inference

Difficulty: Medium

Strategic Advice: Inference questions like this one require a reading of the cited text, keeping in mind what it implies. Noting the ways in which the author has described the characters on the whole will also prove helpful.

Getting to the Answer: Claudia describes her life as being influenced by opinions other than her own; that she will “probably not” like a “place like this” in five years suggests that she will likely be more swayed by this conditioning in the future. Look for an answer choice that reflects this.

(A) Out of Scope; Claudia never expresses “anger” over this conditioning.

(B) Distortion; Claudia’s personality seems to be far more consistent than it used to be.

(C) Distortion; her speech suggests acquiescence, not a desire for change.

(E) Extreme; while you might read mild regret into Claudia’s lines, to suggest that she feels outright “pain” goes too far.

19. **D** **Category:** Detail

Difficulty: High

Strategic Advice: Detail questions refer to the text itself; the correct answer will restate facts from the passage.

Getting to the Answer: In the first paragraph, Claudia is referred to as being different than the others in her set, due to her more demonstrative side. By the last paragraph, she demonstrates only the law student/senator’s daughter persona. The correct answer choice will restate this, though likely in a more general fashion.

(A) Opposite; the last paragraph depicts Claudia as less adventurous than before.

(B) Out of Scope; this certainly doesn’t refer to Neil, and he’s the only friend mentioned in both paragraphs.

(C) Out of Scope; there is no evidence that Claudia is enjoying herself.

(E) Out of Scope; this is never discussed or alluded to in the passage.

Section 10 (Writing)

1. **E** **Category:** Parallelism
Difficulty: Medium
Issues: none
Strategic Advice: Items in a list, series, or compound must be parallel in structure.
Getting to the Answer: As written, this sentence violates the rules of parallel structure. (E) makes all three items in the list parallel. (B), (C), and (D) do not address the error.

2. **A** **Category:** Correct as Written
Difficulty: Medium
Issues: style problems, wordiness, transitions, ambiguity, verb tenses
Strategic Advice: Expect between five and eight Writing section sentences to be correct as written.
Getting to the Answer: There is no error in this sentence. The pronoun “they” in (B) does not have a clear antecedent, and the sentence doesn’t tell you what “they almost never are.” (C) is unnecessarily wordy, and “instead” does not properly relate the clauses. In (D) and (E), the pronoun “it” does not have a clear antecedent.

3. **A** **Category:** Correct as Written
Difficulty: Medium
Issues: wordiness, transitions, run-ons and fragments
Strategic Advice: If you don’t spot an error, don’t be afraid to choose (A).
Getting to the Answer: This sentence is correct as written. (B) is unnecessarily wordy and “insofar as” does not properly relate the two clauses. (C) creates a run-on sentence. (D) and (E) are unnecessarily wordy.

4. **E** **Category:** Modifiers
Difficulty: High
Issues: idioms
Strategic Advice: Remember that possessive nouns function grammatically as adjectives.
Getting to the Answer: As written, this sentence indicates that the “stars” of “reality television,” rather than the genre itself, are “turning the cameras on... ‘ordinary’ people.” Both (D) and (E) place the correct noun after the modifying phrase, but (D) contains an Idiom error; “of a par” is not idiomatically correct usage. (B) and (C) do not address the error.

5. **E** **Category:** Modifiers
Difficulty: High
Issues: transitions
Strategic Advice: Make sure modifying phrases modify the correct noun.
Getting to the Answer: As written, the opening clause here modifies “mathematical theorems” rather than “Danica McKellar.” Both (D) and (E) correct this error, but the conjunction “and” in (D) does not correctly express the relationship between the clauses. (B) and (C) do not address the error.

6. **A** **Category:** Correct as Written
Difficulty: High
Issues: wordiness, parallelism
Strategic Advice: If you don't spot an error, don't be afraid to choose (A).
Getting to the Answer: This sentence is correct as written. (B) is unnecessarily wordy. (C), (D), and (E) all violate the rules of parallel structure.
7. **C** **Category:** Modifiers
Difficulty: High
Issues: ambiguity
Strategic Advice: Not all modifying phrases will be placed at the beginning of a sentence.
Getting to the Answer: Here, "next semester" is going to be teaching "advanced algebra and trigonometry." (C) fixes this without introducing any additional errors. (B) does not address the error. (D) and (E) uses the pronoun "they" with no clear antecedent.
8. **B** **Category:** Run-ons and Fragments
Difficulty: Low
Issues: wordiness
Strategic Advice: Two independent clauses create a run-on sentence if they are not joined properly.
Getting to the Answer: As written, this is a run-on sentence. (B) corrects this error by joining the two independent clauses with a semicolon. (C) and (E) do not address the error. (D) is unnecessarily wordy.
9. **B** **Category:** Passives
Difficulty: Medium
Issues: wordiness
Strategic Advice: The passive voice will not always be wrong on the SAT, but if the sentence can easily be put in the active voice, the correct answer choice will do so.
Getting to the Answer: As written, this sentence is unnecessarily in the passive voice. (B) puts the sentence into the active voice without introducing any additional errors. (C) and (D) are unnecessarily wordy. (E) does not address the error.
10. **C** **Category:** Wordiness
Difficulty: Medium
Issues: ambiguity
Strategic Advice: Look for the most concise answer choice that doesn't violate the rules of grammar or change the meaning of the original sentence.
Getting to the Answer: As written, this sentence is unnecessarily wordy and awkwardly structured. (C) corrects this error; it is concise without introducing any additional errors. (B) does not address the error. (D) changes the meaning of the sentence by leaving out "today." The pronoun "it" in (E) does not have a clear antecedent.

11. **B** **Category:** Modifiers
Difficulty: Medium
Issues: run-ons and fragments, wordiness, modifiers
Strategic Advice: While the passive voice will not always be incorrect on the SAT, check to see if passive sentences can easily be made active.
Getting to the Answer: As written, this sentence is unnecessarily in the passive voice, and the modifying phrase incorrectly modifies “old exams” instead of “Marley.” (B) corrects both errors without introducing any additional issues. (C) does not address the modifier error. (D) creates a sentence fragment. (E) is unnecessarily wordy.
12. **D** **Category:** Passives
Difficulty: Medium
Issues: modifiers
Strategic Advice: Make sure modifying phrases are correctly placed for the nouns they are intended to modify.
Getting to the Answer: The use of the passive voice here causes the opening phrase to modify “the case” rather than “the defendant.” (D) corrects this error. (B) and (C) do not address the error. (Remember, possessive nouns act grammatically as adjectives.) In (C), the opening phrase modifies “explanation.”
13. **B** **Category:** Wordiness
Difficulty: Medium
Issues: verb tenses
Strategic Advice: Look for the most concise answer choice that does not contain any grammatical errors.
Getting to the Answer: As written, this sentence is awkward and unnecessarily wordy. (B) is more concise without losing any of the original sentence’s meaning. (C) uses an inappropriate verb tense in context, because the sentence discusses something that happened “In 1954.” (D) and (E) are unnecessarily wordy.
14. **E** **Category:** Modifiers
Difficulty: High
Issues: run-ons and fragments, passives
Strategic Advice: Introductory modifying phrases will generally modify the first noun or pronoun that follows.
Getting to the Answer: Here, due to the use of the passive voice, the “many important papers,” not “Ashley,” are “proving it is difficult.” (C) and (E) both properly place “Ashley” after the modifying phrase, but (C) creates a run-on sentence. (B) does not address the error. In (D), the opening phrase modifies “packing,” since possessive nouns function grammatically as adjectives.



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