

SAT Prep Flexbook II

Questions with Answer Explanations



SAT Prep FlexBook II (Questions with Answer Explanations)

CK12 Editor
Jason Shah

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CHAPTER

1

SAT Prep II - Math Questions with Explanations

Chapter Outline

1.1 INTRODUCTION TO THE MATHEMATICS SECTION

1.2 PRACTICE QUESTIONS

1.1 Introduction to the Mathematics Section

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

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

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

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

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

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

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

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

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

1.2 Practice Questions

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

1. **(Numbers and Operations)** — At Bruno's Video World, the regular price for a DVD is d dollars. How many DVDs can be purchased for x dollars when the DVDs are on sale at 20% off the regular price?

- (a) $\frac{4}{5x}$
- (b) $\frac{5}{4x}$
- (c) $\frac{5d}{4}$
- (d) $\frac{4x}{5d}$
- (e) $\frac{5x}{4d}$

EXPLANATION — Since you have x dollars to spend, you must divide x by the sale price of a CD, which is $(100\% - 20\%)d$ or $80\%d$. $80\%d$ can be written as a fraction in lowest terms as $\frac{4}{5}d$. Therefore, you are dividing. $\frac{x}{\left(\frac{4}{5}d\right)} = \frac{5x}{4d}$ This is answer E.

- (a) This is the percent of the original price times x .
 - (b) This is the reciprocal of the sale fraction times x .
 - (c) This is the fraction of the original price, which represents the sale price.
 - (d) This comes from incorrectly handling the fraction in the denominator.
 - (e) Correct
2. **(Numbers and Operations)** — If a geometric sequence starts with a first term of 2 and grows exponentially by a factor of 3, what is the sum of the 4th and 5th terms?

- (a) 216
- (b) 162
- (c) 108
- (d) 54
- (e) 27

EXPLANATION — This sequence can be shown as $2 \times 3^{n-1}$. The 4th term is 2×3^3 , which is 54. The 5th term is 2×3^4 , which is 162. The sum of 54 and 162 is 216. This is answer A.

- (a) Correct
 - (b) This is the 5th term.
 - (c) This is the difference of the two terms.
 - (d) This is the 4th term.
 - (e) This is part of the 4th term.
3. **(Algebra and Functions)** — If $x^2 - y^2 = 48$, then $\frac{2}{3}(x+y)(x-y) =$

- (a) 16
- (b) 72
- (c) 96
- (d) 32
- (e) 64

EXPLANATION — The difference of two squares $(x^2 - y^2)$ equals 48, and the factors are $(x+y)(x-y)$, so we can just replace both factors in the second expression by 48 and multiply by $\frac{2}{3}$ to get 32. This is choice D.

- (a) This involves canceling the 3 into the 48, but forgetting to multiply by 2.
- (b) This comes from multiplying $\frac{3}{2}$ by 48.

- (c) This is 48×2 , but it was not divided by 3.
 (d) Correct
 (e) This is $\frac{4}{3}$ times 48.
4. **(Algebra and Functions)** — Eddie is 7 years older than Brian. If Brian is x years old, then how old was Eddie 11 years ago?
- (a) $x - 18$
 (b) $x - 4$
 (c) $x - 7$
 (d) $7x - 11$
 (e) $x + 18$

EXPLANATION — We can model this by getting Eddie's age now and then figuring out how old he was 11 years ago. Right now, he is $x + 7$. Eleven years ago, Eddie was $x + 7 - 11 = x - 4$ years old. This is answer B.

- (a) The correct calculation should be $x + 7$ (to get Eddie's age now) $- 11$, which is $x - 4$.
 (b) Correct
 (c) This is an incorrect calculation of Eddie's present age.
 (d) This response does not relate their ages properly.
 (e) This also does not express their age relationship properly.

Directions: The following question (5) is an example of a grid-in math problem. On the SAT, you will solve the problem and indicate your answer by darkening the ovals on the special grid provided. Since you do not have this type of answer sheet to practice on, simply write your response. For more information about grid-in questions, please visit sat.collegeboard.com/practice/sat-practice-questions-math/student-produced-response.

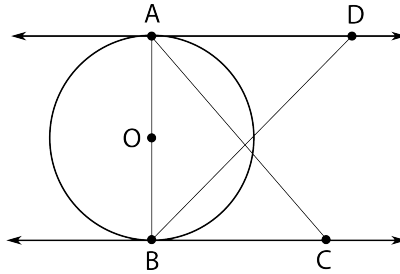
5. **(Algebra and Functions)** — If $1.5y = 30$, what is the value of $\frac{y}{(y+30)}$?
- EXPLANATION** — From the equation given $y = 20$. This is because basic algebra teaches us that with the given equation $1.5y = 30$, we must divide each side by 1.5 to isolate y . By doing $y = \frac{(30)}{1.5}$, we get $y = 20$. Substituting $y = 20$ into the given expression $\frac{y}{(y+30)}$ provides $\frac{(20)}{(20+30)}$ or $\frac{20}{50}$, which must be reduced to $\frac{2}{5}$ as a fraction or 0.4 as a decimal. 0.4 is the correct answer.
6. **(Geometry)** — Which line has a slope of -3 ?
- (a) $3x + 2y = 4$
 (b) $-3x + y = 5$
 (c) $3x + y = 2$
 (d) $6x + 3y = 9$
 (e) $-3x + 2y = 10$

EXPLANATION — To find the slope of a line, the equation must be solved for y . The coefficient of x is the slope when the equation is solved for y . The only equation above that gives a coefficient for x of -3 is C.

7. **(Geometry)** — Which of the following would shift $f(x)$ right 3 units?
- (a) $\frac{1}{3}f(x)$
 (b) $f(x+3)$
 (c) $f(x-3)$
 (d) $f(x)+3$
 (e) $f(x)-3$

EXPLANATION — Remember that horizontal (left or right) changes are changes to the x -values and changes to the x -values happen inside the parentheses. Also, remember that they do the opposite of what they look like they should. That means that the $x - 3$ in the parentheses is going to cause the graph to shift to the right. Therefore, C is the solution.

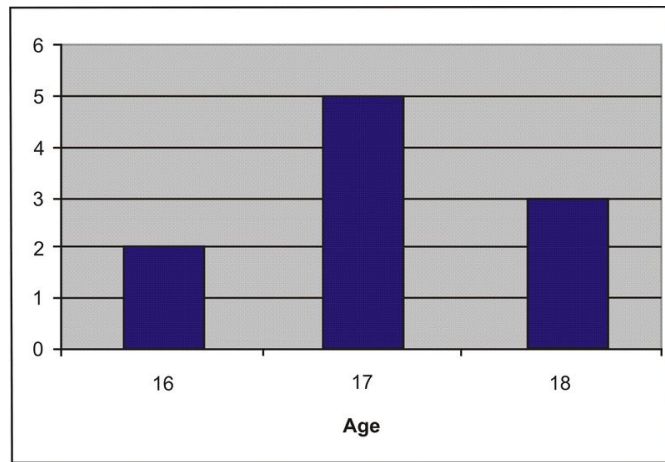
8. **(Geometry)** — $\overline{AD} \parallel \overline{BC}$. $m\angle AC = 13$. $m\angle BC = 5$. If $m\angle BD = 15$, what is $m\angle AD$?



- (a) 8
- (b) 9
- (c) 10
- (d) 11
- (e) 12

EXPLANATION — Correct answer: B To find AD , we first need to know AB . Since AB belongs to both triangles, we'll use what we know about triangle ABC to find AB , using the Pythagorean Theorem. AB is a short side, so we'll call it a . The Pythagorean Theorem is $a^2 + b^2 = c^2$. . . (a and b are the shorter sides, c is the hypotenuse) Plugging in gives $a^2 + 52 = 132$ Squaring gives $a^2 + 25 = 169$ Subtracting 25 on each side gives $a^2 = 144$. Taking the square roots gives $a = 12$. This means $AB = 12$. To find AD , we'll use the Pythagorean Theorem again, with a representing AD this time. Plugging in gives $a^2 + 122 = 152$ Squaring gives $a^2 + 144 = 225$ Subtracting 144 from each side gives $a^2 = 81$. Taking the square root gives $a = 9$, which is length of AD .

9. **(Probability and Statistics)** — The following chart gives the graduation ages of 10 students.



What is the mean age of the graduating students?

- (a) 17
- (b) 17.1
- (c) 17.2
- (d) 17.3
- (e) 17.4

EXPLANATION — According to the graph, there are: Two 16 year-olds Five 17 year-olds Three 18 year-olds That means their ages, added up, will be $(16 + 16) + (17 + 17 + 17 + 17 + 17) + (18 + 18 + 18) = 171$. Note that because there are 10 elements (the number of students), we must now divide the total by 10. 171 divided by $10 = 17.1$.

10. **(Probability and Statistics)** — A high school of 350 students offers biology and chemistry courses. 213 students are enrolled in biology while 155 students are studying chemistry. 78 students are studying both subjects. How many students are not studying either subject?

- (a) 18

- (b) 60
- (c) 70
- (d) 50
- (e) 78

EXPLANATION — The correct answer is B. 60 students. To solve this problem, first find the total number of students in the combined biology and chemistry courses [$213 + 155 = 368$] Subtract from this total the number of students taking both courses, as they should only be counted once [$368 - 78 = 290$]. This leaves you with the number of students enrolled in biology and/or chemistry. The difference between this total of students and the number of students in the high school will be the number of students not studying either subject [$350 - 290 = 60$]. 60 students are not enrolled in Biology and/or Chemistry. B is the correct answer.

- (a) 18 is the difference between the actual number of students in the high school class and the total number of enrolled students in the combined science courses. This is a trap answer that faulty logic may lead one to choose.
- (b) Correct.
- (c) 70 would be an answer resulting from faulty arithmetic or other human errors.
- (d) 50 would be an answer resulting from faulty arithmetic or other human errors.
- (e) 78 is the number of students studying both subjects.

CHAPTER

2

SAT Prep II - Reading Questions with Explanations

Chapter Outline

2.1 INTRODUCTION TO THE CRITICAL READING SECTION

2.2 PRACTICE QUESTIONS

2.1 Introduction to the Critical Reading Section

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

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

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

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

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

2.2 Practice Questions

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

1. **(Sentence Completion)** — As a student who was always intelligent and _____ when trying to solve difficult problems in school, Eugene shocked his entire community when he got into a fatal car accident that left his family _____, missing its beloved eldest son and condemned to incompleteness forever.
- (a) diligent...depressed
 - (b) reckless...vindicated
 - (c) engrossed...debilitated
 - (d) ingenuous...content
 - (e) astute...bereaved

EXPLANATION — According to the first clue (“when trying to solve difficult problems in school”) Eugene was hard-working, clever and/or motivated. He could have fulfilled any quality, except “reckless.” The next clue is critical; his family was now “missing its beloved eldest son and condemned to incompleteness forever.” If some entity is lacking something, it is “bereaved” of such a thing. No family should ever feel vindicated or content by such a tragedy, and his family clearly was not. So the family may very well have been depressed or debilitated (weak), but the best answer based on the clue that describes what the family now lacked is “bereaved.” Choice E is correct.

2. **(Sentence Completion)** — The Bill Melinda Gates Foundation has a clear ____ mission to assist less fortunate people suffering from health and education problems.
- (a) philanthropic
 - (b) miserly
 - (c) lucrative
 - (d) financial
 - (e) iniquitous

EXPLANATION — The clue here is that the organization is a foundation and assists less fortunate people, so clearly it is a charitable organization. The foundation does not have a cheap, profitable, money-oriented or evil mission based on the provided text, so we can eliminate choices B, C, D and E. Rather, the clue is that the foundation helps other people. The Bill Melinda Gates Foundation aims to provide humanitarian assistance, which is the definition of a philanthropic organization. Choice A is correct.

3. **(Sentence Completion)** — The videos of bleeding children and weeping mothers _____ the American citizens to the point of contacting legislators and urging for an end to the revolting war overseas.
- (a) convinced
 - (b) surprised
 - (c) guided
 - (d) galvanized
 - (e) ravaged

EXPLANATION — Choice D is correct. Videos with such grotesque (“bleeding children and weeping mothers”) content would shock, or galvanize, a person. What were the Americans convinced of? Were the Americans so lighthearted that they were just surprised? Did the videos merely guide Americans, devoid of any emotion? Do videos have the power to ravage spectators, in a literal sense? Generally these choices are poor fits even though some could in fact fit. But the images described would shock people (the answer must contain emotion and be applicable to humans). Choice D is correct.

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

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

5. **(Sentence Completion)** — The sailors had _____ charted the seas with detailed maps and planned for all possible mishaps; nevertheless, when the storm beat down on their ship _____ with hail and vigorous wind, there was no defense.
- (a) meticulously...naturally
 - (b) hastily...violently
 - (c) rashly...boisterously
 - (d) warily...vehemently
 - (e) carefully...torpidly

EXPLANATION — Since the sailors used detailed maps and planned properly, they were very careful which leaves choice A, D and E in the running. The sailors did not make poor planning decisions by being hasty or rash, so eliminate B and C. However, because the storm was so violent, it would be imperfect to say that the storm beat down on the ship “naturally” or “torpidly” (lazily). Rather, it is logical for the storm to beat down intensely, or vehemently. Choice D is the best answer.

6. **(Sentence Completion)** — The two _____ political parties in the United States are the Republicans and the Democrats; most of the political decisions and events are controlled by politicians that belong to these parties.
- (a) subsidiary
 - (b) belligerent
 - (c) synergic
 - (d) trenchant
 - (e) predominant

EXPLANATION — If you are not familiar with politics in the US, then consider the clue that “most of the political decisions and events are controlled by politicians that belong to these parties.” Obviously, an adjective that captures the concept that these parties are the most influential parties and represent a vast majority must be used. It’s a simple matter of elimination because none of the other choices define this type of control or power. The only choice that captures such “dominance” is Choice E “predominant.”

7. **(Reading Comprehension)** — Swimming has developed from a primal mode of movement to an advanced hobby and competitive sport. Exercising nearly every muscle group, swimming is a rigorous sport and requires intense training. In competitions swimmers typically contend for the fastest time to complete a certain distance by performing a specific swimming stroke. Also, swimmers work to build endurance and an ability to swim over long distances. Because swimming has developed into a highly intricate competitive sport, where one wrong technique can disqualify a participant, it is interesting to ponder how the sport will evolve for people in the future, either advancing into a progressive purpose or regressing to a primal mode of movement. The structure of this passage could be best described in what way?
- (a) An activity narrowed to a specific purpose and expanded to consider future implications.
 - (b) An activity narrowed to a specific purpose and expanded to consider future deviations.

- (c) A hypothesis tested against certain conditions, developed into a larger thesis.
- (d) An activity and its purposes are explained.
- (e) A supposition regarding the prospect of an activity, analyzed for viability

EXPLANATION — The passage begins by introducing swimming, narrowing it down to competitive sports and then expanding the concept to figure out what swimming will turn into in the future. Choice A and choice B are close in meaning, but choice A refers to implications, or effects, rather than deviations, or different versions resulting from changes. This minor change separates the two choices and makes B superior. Choice D is relevant, but it does not include the entire scope of the passage. Choice E only focuses on the conclusion and stretches beyond what the passage actually accomplishes. Choice B is best.

8. **(Reading Comprehension)** — Which of the following situations would fulfill the author’s prophecy for swimming?
- (a) Humans settling on the moon use swimming techniques to move through space.
 - (b) Swimming remains a competitive Olympic sport.
 - (c) Animals, including amphibians, begin to swim instinctively upon birth, as a dominant genetic trait.
 - (d) People swim in home and community pools to relax and exercise.
 - (e) Fish begin swimming at unprecedented speeds and extend the average life span.

EXPLANATION — This question refers you to the conclusion sentence. The author states clearly that swimming must either progress into a new form or regress to the primal mode of movement. Choice B and D can be eliminated because they show no change, just a continuation of current circumstances. Choice A is an actual possibility as humans may very well be settling in outer space in the future. Choice C and E refer to animals anyway, when the author specifically was predicting a future for humans. Choice A is the most realistic and relevant prophecy according to the premises developed by the author.

9. **(Reading Comprehension)** — Cities across the world are essentially blends of smaller cultural environments that lead people to have vastly different experiences. Each city typically contains a broad spectrum of dining establishments along with various art institutions like museums and theatres. Yet with all these blends of dining, art and night lives, what is the one characteristic that can distinguish a city? History. The undeniably unique history of each city provides rich traditions and a bond between the local people that overshadows any other city’s *mélange* of dining and art institutions. In context, which word most closely defines *mélange*?
- (a) frivolous
 - (b) tradition
 - (c) assortment
 - (d) opportunity
 - (e) brochure

EXPLANATION — The author selects words such as “spectrum” and “various” to refer to the dining and art institutions. Clearly *mélange* must be some sort of variety offering. Only choice C, “assortment” matches this definition.

10. **(Reading Comprehension)** — Which of the following would the author believe is the most important city attraction or characteristic?
- (a) The exquisite French restaurant in the European district
 - (b) The Museum of Natural History
 - (c) Ruins from the Berlin Wall and the local community
 - (d) Wrigley Field
 - (e) A democratic government

EXPLANATION — The author clearly believes true, genuine history to be the paramount characteristic. Choice A and choice B (restaurant and museum) are exactly what the author said weren’t as important as history (choice B is tricky, but it is still just a museum—not natural history in its element). Choice D refers to sports, despite the fact that Wrigley Field has much history tied to it; choice E is irrelevant as government is not nearly as important to a city’s cultural wealth as a historical monument. Choice C is a historical object

and symbol; furthermore, the author refers to the local people that add to the cultural vibrancy. Choice C is the best option.

CHAPTER

3

SAT Prep II - Writing Questions with Explanations

Chapter Outline

3.1 INTRODUCTION TO THE WRITING SECTION

3.2 PRACTICE QUESTIONS

3.1 Introduction to the Writing Section

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

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

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

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

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

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

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

3.2 Practice Questions

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

1. **(Improving Sentences)** — Firefighters and police officers risk their lives often by stepping into the way of danger physically; therefore, professionals such as doctors and lawyers have an equally significant impact on individuals' lives medically and legally.

- (a) therefore
- (b) but
- (c) nevertheless
- (d) as a result
- (e) and

EXPLANATION — The first clause (everything before the semi colon) definitely does not cause what is explained in the second clause (everything after the semi colon), so “therefore” is an inappropriate transition. This sentence is presenting contrasting professions (firefighter/police officer and doctor/lawyer) since two are viewed as blue-collar (working class) and the others are white-collar (professional); therefore, a contrasting conjunction is needed. Choice A (“therefore”), choice D (“as a result”) and choice E (“and”) do not present contrasting conjunctions. In this sentence “but” is not your best option for a conjunction. A semi-colon is used, so the three simple conjunctions (and/but/yet/etc.) are not as appropriate as the complex conjunctions (therefore/however/nevertheless/etc.). If just a comma was used, then “but” would have been appropriate (i.e. “...into the way of danger physically, but professionals such as doctors...”). So now it’s down to “nevertheless.” Choice C is your best answer.

2. **(Identifying Errors)**

Even though I worked all day to clean the house and leave it in immaculate condition,

A B

my mother was not satisfied about the job that I completed diligently. No error.

C D E

- (a) leave
- (b) immaculate
- (c) about
- (d) diligently
- (e) No error

EXPLANATION — The error is choice C. The proper idiom is “to be satisfied with” and not “to be satisfied about.” Knowing this proper idiom, one can see why choice C is erroneous. It is okay to say “leave it...” because it is in the same infinitive form as “to clean” so pick choice C.

3. **(Identifying Errors)**

Boxing is arguably the most physically demanding sports as professional boxers must

A B

have strength, agility and accuracy; without these skills, a boxer will just be someone

C

that you never heard of. No error.

D E

- (a) arguably
- (b) as
- (c) strength, agility
- (d) of
- (e) No error

EXPLANATION — This sentence tests how you apply prepositions to sentences. No sentence may end with a preposition, which includes “out,” “under” and especially “of.” This sentence would need to read something like “...without these skills, a boxer will be unknown.” At all costs, avoid placing “of” at the end of a sentence—especially on college and scholarship applications!

4. **(Improving Sentences)** — Sports are a significant part of life for people all across the world, as was demonstrated in 2006 when billions of people came together to be involved with the World Cup either through playing, watching or thru advertising.

- (a) World Cup either through playing, watching or thru advertising.
- (b) world cup either through playing, watching or thru advertising.
- (c) World Cup either through playing, watching or through advertising.
- (d) World Cup either through playing, watching or advertising.
- (e) World Cup either through playing, watching or advertising for it.

EXPLANATION — This sentence tests your knowledge of capitalization and awareness of parallelism. The original sentence is incorrect because choice A destroys the parallelism (i.e. thru advertising instead of simply “advertising”) and uses the informal spelling of through (i.e. “thru”). Only choices D and E correct the parallelism error; however, the list should strictly contain gerunds in order to be parallel, so “advertising for it” is not the best choice. By ending with “for it” the author is also implying that one may “play for it” and “watch for it,” and although one may play for the World Cup through a grammar stretch, one cannot possibly “watch for it” and do the same thing as one who simply “watches it.” Choice D uses the appropriate capitalization (because the World Cup is a major sports event it is a proper noun that must be capitalized) and maintains strict parallelism in the concluding list of ways to be involved.

5. **(Improving Sentences)** — During the summer many students go away to summer camps that teach them skills about camaraderie, perseverance and integrity.

- (a) summer many students go away to summer camps that teach them skills about camaraderie, perseverance and integrity.
- (b) Summer many students go away to summer camps that teach them skills about camaraderie, perseverance and integrity.
- (c) summer many students go away to camps that teach them skills about camaraderie, perseverance and integrity.
- (d) summer many students go away to summer camps that teach them skills about camaraderie, perseverance and maintaining integrity.
- (e) Summer many students go away to camps that teach them skills about camaraderie, perseverance and integrity.

EXPLANATION — Only choice C corrects the redundancy error in this sentence of writing “...summer camps...” after already stating that this event occurs “During the summer...” Choice A, B and D suffer such redundancy. Choice D also breaks the list’s parallelism (values such as camaraderie and perseverance that should be followed simply by “integrity”). Choice C and E remain, but choice E makes the same mistake of choice B by capitalizing a season. Although it may look better, seasons are NOT supposed to be capitalized unless they appear in a title or a proper noun.

6. **(Improving Sentences)** — In countries such as China the government is recognizing the advantages of a capitalist market rather than communism and adjust economic policy accordingly.

- (a) capitalist market rather than communism and adjust
- (b) capitalist market rather than Communism and adjust
- (c) capitalist market rather than a communist market and adjust

- (d) capitalist market rather than a communist market and adjusting
- (e) Capitalistic market nor a Communist market and adjusting

EXPLANATION — The problem with this sentence is in parallel structure. The SAT is very particular about being consistent about the forms of words used. So specifically since the sentence refers to a capitalist market, then the sentence must refer to a communist market—not communism, which is an ideology rather than a market system in this context. Only choices B, D and E remain. Choice E commits terrible capitalization (neither “capitalist” nor “communist”) mistakes and structure errors (where does the “nor” fit in?! It does not!) Only choice B and choice D remain now, but B mistakenly capitalizes communism and does not change “adjust” to match the parallel verb (i.e. recognizing). Choice D uses the right adjective forms of capitalism and communism, does not make capitalization errors and maintains parallel sentence structure.

7. **(Improving Sentences)** — Learning a new language can be difficult for people after one reaches a certain age; abilities needed to retain and apply new linguistic information deteriorate with time.

- (a) after one reaches a certain age
- (b) after they reach a certain age
- (c) after they reaches certain ages
- (d) after it reaches a certain age
- (e) after you reach a certain age

EXPLANATION — The underlined portion of this sentence is wrong because the sentence refers to people in general. Because a plural third person form of a pronoun is needed (because of the reference to “people”), “one”, “it”, and “you” are all inappropriate responses. Choice A, D and E are all incorrect. Choice B is better than choice C because of the implied logic. People can reach a defined age; it is odd to say that multiple people are simultaneously reaching multiple ages—what is certain then? It’s almost an oxymoron to say certain ages in this context, although it is perfectly fine in other situations (i.e. This board game is only for people of certain ages). Yet the more defining difference is the singular verb form of choice C (i.e. reaches) mistakenly in place of the plural verb form of choice B (i.e. reach). Choice B is the best answer.

8. **(Identifying Errors)**

Listening to music while working on homework is a dubious habit that many students

A

B

C

have and do not want to break. No error.

D

E

- (a) Listening to music
- (b) working on
- (c) dubious
- (d) break
- (e) No error.

EXPLANATION — This sentence is correct as written.

9. **(Identifying Errors)**

Driving to school is one of the special privileges of being an upperclassman in high

A

B

school; however, concerns many parents and teachers who fear the dangers of the road.

C

D

No error.

E

- (a) is
- (b) being

- (c) concerns
- (d) who
- (e) No error.

EXPLANATION — This sentence is flawed because the sentence clause following “however” is not independent. If a sentence is separated by a semi-colon, then both “sides” of the sentence must be independent (which means they could be sentences on their own). When a transition such as “however” is used as it is here (preceded by a semi-colon and followed by a comma) it is created a division that demands two separate, independent clauses. The second clause has a verb (i.e. concerns) but it lacks a subject like “it” or “teen driving” before “concerns.” What concerns people? Whatever it is, **MUST** be properly identified. Choice C must be modified, so it is the right answer.

10. (**Improving Sentences**) — A growing technology trend is to merge multiple devices with complimentary functions such as a phone, music player and the scheduling features of a planner.

- (a) the scheduling features of a planner.
- (b) and a planner with scheduling features.
- (c) and scheduling features.
- (d) scheduling features.
- (e) a planner.

EXPLANATION — Choice E is correct. The sentence is incorrect because it does not follow parallelism. A list that begins by naming devices (i.e. phone, music player) must continue and finish in that way. Although it is informative to include the details about a planner’s features, it should be accompanied by the features of a phone and a music player if that is the way the sentence is being written. Therefore, choices A, B, C and D are incorrect. Choice B and C even add “and” again making the sentence read “...music player and and...” which is clearly wrong! Be careful; the SAT wants to catch you off guard. Only choice E is direct and maintains parallelism.

CHAPTER

4

SAT Prep II - Answer Key

Chapter Outline

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

4.1 Math Answers

- a. E
- b. A
- c. E
- d. B
- e. 0.4
- f. C
- g. C
- h. B
- i. B
- j. B

4.2 Reading Answers

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

4.3 Writing Answers

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