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- 4 full-length practice tests with detailed answer explanations
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- 300 online practice drills categorized by question type for targeted prep
- Downloadable strategy guide for the adaptive test



ONLINE PRACTICE

Brian W. Stewart, M.Ed.

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Dedication

Dedicated to Caitlin, Andrew, and Eloise—without your love and support, this book would not have been possible. I would like to thank my mom, my dad, Andy, Pam, Leah, Tiffany, Thapasvi, Sarah, and Bella. A special thank you to Michal Strawn for her invaluable help. I am grateful to all the support from my publisher, especially Jennifer Goodenough and Angela Tartaro.

Thanks so much to all of my students over the years—I have learned far more from you than you have learned from me.

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About the Author

Brian W. Stewart is the founder and president of BWS Education Consulting, Inc., a boutique tutoring and test preparation company based in Columbus, Ohio. Brian is a nationally recognized test preparation expert, having over 30,000 hours of direct instructional experience with a wide variety of learners from all over the world. He has achieved a perfect score on the SAT, helped hundreds of students reach their college admissions goals, and presented on best tutoring practices at national conferences.

Brian has used his experience and expertise to write several best-selling books with Barron's, including *Barron's ACT* and *Barron's Digital PSAT/NMSQT*. He is a former high school teacher and graduate of Princeton University (A.B.) and The Ohio State University (M.Ed.).

Brian resides in Columbus with his wife, two children, and an assortment of pets.

To learn more about Brian's online tutoring and group presentations, please visit www.bwseducationconsulting.com.



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How to Use This Book

This book is designed to allow for highly targeted preparation for the new Digital SAT. Based on your previous official practice test scores or the Diagnostic Test in this book, review the strategies and content knowledge that are most relevant to your needs. There are hundreds of drills that range in difficulty from easy to challenging so that you can achieve the very best results for your personal situation.

Diagnostic Test

First, take the Diagnostic Test to gain an understanding of your strengths and weaknesses. It is a complete test with answer explanations and a question-type analysis guide so you know what types of concepts need the most attention.

Review and Practice

The Reading, Writing, and Math sections each have:

- Proven test-taking strategies that allow you to customize your approach
- Extensive review of key concepts, particularly grammar and math knowledge
- Practice questions fully aligned with the new Digital SAT content
- Plenty of practice drills for ambitious students

Practice Tests

The final section of the book offers the opportunity to take three full-length practice tests that include all question types found on the actual SAT for the Reading and Writing and Math sections. The final practice test models the section-adaptive format of the new Digital SAT. Comprehensive answer explanations are provided for all questions. To maximize the material available for practice, there is no overlap of questions in the different adaptive modules.

Online Practice

In addition to the Diagnostic Test and three practice tests within this book, there are also more than three tests' worth of practice questions (300 questions) in the online drills. You can target your weak areas since the drills are broken down by question type. All questions include answer explanations. Our online resources also include explanations to the most challenging official Digital SAT practice test questions.

For Students

Every strategy and explanation is based on what I have found works best for students on the actual SAT. No matter your personal goals or background knowledge, you will find practice drills and test-taking strategies that are geared toward your situation. Look at the SAT as an opportunity to showcase all of your knowledge and skills for colleges.

For Teachers

While many students will like working through this book independently, others will maximize their learning when they have a great teacher or tutor as their guide. Help your students work smarter instead of simply harder by utilizing the concept reviews and drills most appropriate for your students' needs. Also, you can coach your students on which test-taking strategies

will be the best fit based on their past performance. I am hopeful that the skills students develop from using this book will help them not just with the SAT, but also with their academic coursework and future careers. If you have any suggestions for future editions, please reach out via the publisher.

Sincerely,
Brian W. Stewart

PART 1

Introduction to the Digital SAT



Welcome to the Digital SAT

Overview

The SAT is a standardized test administered in a digital format designed to assess your readiness for college-level work. Approximately 1,700,000 students take the exam each year, and most U.S. colleges and universities accept it for admissions consideration. Many schools also use the SAT to determine eligibility for scholarships. The SAT is one of many factors that colleges use to grant admission, along with evaluations of high school coursework, application essays, extracurricular involvement, and more. Beginning in 2023 for international students and 2024 for U.S. students, the SAT will be given in a digital, adaptive format. The longer paper-based version of the SAT will be retired.

Frequently Asked Questions

What Does It Mean That the SAT Is an “Adaptive” Test?

So that the Digital SAT test can take around two hours instead of around three hours, the SAT is now adaptive, meaning the test changes depending on how the individual test-taker is doing. The second modules of both the Reading and Writing section and the Math section will change in difficulty based on how a student did on the first modules of each section. Students who perform better on the first modules will have more challenging questions in the second modules, while students who do not perform as well will have easier questions in the second modules. If you move on to the more difficult second module of a section, be mindful that the pacing could be more challenging.

What Is the Format of the Digital SAT?

The Digital SAT takes a little over two hours to complete, and is broken down as follows:

SAT Module	Format
<i>Reading & Writing One</i>	32 Minutes, 27 Questions, Standard Difficulty
<i>Reading & Writing Two</i>	32 Minutes, 27 Questions, Adaptive Difficulty (easier or harder questions depending on how you did on the first Reading and Writing section)
Break—10 Minutes	
<i>Math One</i>	35 Minutes, 22 Questions, Standard Difficulty
<i>Math Two</i>	35 Minutes, 22 Questions, Adaptive Difficulty (easier or harder questions depending on how you did on the first Math section)

How Is the Digital SAT Scored?

- The SAT score is broken up into two halves:
 - Reading and Writing is scored from 200–800 points.
 - Math is scored from 200–800 points.
- The total SAT score is therefore between 400 and 1600 points, with 1600 being a perfect score and 1000 being approximately an average score.
 - There is no penalty for guessing, so be sure to answer every question, including fill-in questions in the Math section.

How is the new Digital SAT different from the older paper-based SAT?

Test Length

Old SAT	Digital SAT
---------	-------------

Old SAT	Digital SAT
■ About three hours long, including breaks and administration. ■ 65 minutes for Reading ■ 35 minutes Writing and Language ■ 25 minutes for Non-Calculator Math ■ 55 minutes for Calculator Math	■ A little over two hours long; assesses the same skills as the longer SAT by having an “adaptive” format. ■ Less time needed for test administration because students can download the testing app ahead of time.

Test Format

Old SAT	Digital SAT
■ One test form for all students on a particular test day ■ Paper test booklets with Scantron sheets for answers ■ Can go back to questions within a section before time is called ■ Students should bring their own watches and calculators—they are not provided. ■ Can write on the test booklet ■ Experimental questions (ones that don’t count towards your score), if given, are in a section after the test.	■ Different test questions for different students. ■ Taken on a laptop that students provide or that the test center makes available. ■ Can still go back and review questions. Questions can be flagged. ■ Countdown clock and calculator built into the program, although students can still bring a watch and calculator if they would like. ■ Can write on provided scrap paper. ■ A few experimental questions are incorporated into each test section.

Reading and Writing

Old SAT	Digital SAT
■ Reading passages are 500–750 words long and have 10–11 questions each. ■ Reading genres include fiction, social science, historical documents, and natural science ■ Writing and Language passages are about 450 words long and have 11 questions each.	■ Reading and Writing texts are no longer than 150 words. Each text has just one question accompanying it. ■ Will have a greater variety of reading genres represented. Along with the current SAT reading genres, there will be humanities, drama, and poetry excerpts.

Math

Old SAT	Digital SAT
■ Non-Calculator and Calculator Sections ■ Formula sheet provided at the beginning of the test section. ■ Students need to bring their own calculators.	■ Calculator permitted throughout the test. ■ Formula sheet and digital calculator available in the program. ■ Word problems are typically more concise than they currently are.

Why Is the College Board Making This Change to the SAT?

- Adaptive tests have a long track record of success. The GRE and GMAT, both of which are used for graduate school admissions, are computer-based adaptive assessments. These tests are shorter than they would otherwise be since they adjust the difficulty of the questions based on student performance.
- Students have become more comfortable with computer-based assessments. With so many students learning remotely during the pandemic, digital learning has become far more common.
- The test should be easier to administer. Testing administrators will not have to secure test booklets. If schools want to offer the SAT during the school day, they will not have to take as much time away from the classroom and can offer the test to different groups of students on different days.
- Test security should be improved. Since students will have different test questions, it is far more difficult to cheat. Also, it will be far less likely that a test security breach will lead to score cancellations.

How Do You Register for the Test? When Is It Offered?

Go to the College Board website and set up an account here:

<https://collegereadiness.collegeboard.org/sat/register>

The SAT is typically offered seven times throughout the year in the following months: March, May, June, August, October, November, and

December. Check on the above website link for the most updated information on test dates. Many schools may also offer an in-school test date; check with your guidance counselor for more details. Given the more flexible nature of the Digital SAT, schools will have more freedom to offer the test on days that work well for schools' and students' schedules.

What Is a Good SAT Score?

There is not a “passing” score on the SAT—a good score for you depends on your specific goals for college admissions. Look at this free College Board website for detailed information on typical scores for admitted students at schools throughout the United States:

<https://bigfuture.collegeboard.org/>

Will Every Question on the SAT Count the Same Towards the Score?

The College Board is developing a scoring manual as they gather more data from test-takers that will employ the principles of Item Response Theory—this is a scoring approach that looks at how you perform on individual test questions in the context of that general category of test questions. Using this will allow the test-makers to better assess student proficiency using fewer questions. Under this approach to scoring, performance on certain questions may carry more weight than performance on others. What does this mean for you as a test taker? First, do your very best on each and every question. With fewer questions on the Digital SAT than on the previous paper SAT, each question has more of an impact on your score. Second, look at collegeboard.org closer to your actual SAT date to see the latest on how your test will be scored. For this book, we will rely on previous SAT test curves to give you our best estimate as to how your performance on your practice tests will roughly equate to scores on the actual SAT.

Does the SAT Potentially Offer Accommodations?

For students whose test-taking is impacted by a documented disability, such as ADHD, dyslexia, or visual or motor impairments, the SAT may offer

accommodations. The most typical accommodation is extended time, although some students may receive more specific accommodations like extended breaks.

One interesting potential accommodation with the Digital SAT is that you could be eligible to take the test in a paper-based, non-adaptive format. Should you take this paper-based, non-adaptive SAT, the test is longer: the Reading/Writing Modules each have 33 questions last 39 minutes, and the Math modules will each have 27 questions and last 43 minutes. Should you have this format for your test, you can download a longer non-adaptive practice test from the College Board.

If you have an IEP or 504 plan with your school, talk to your guidance counselor or school administrator about applying for accommodations on the SAT. Having an IEP or a 504 plan will not necessarily lead to having accommodations on the SAT, but it usually helps. Allow plenty of time to apply for accommodations—at least seven weeks. Go to this website for the latest details on requesting SAT accommodations:

<https://accommodations.collegeboard.org/>

Does the SAT Offer Accommodations for English Language Learners?

Students who are actively enrolled in an English as a Second Language program at their school may be able to take the SAT with 50% extra time, translated test directions, and the use of a bilingual dictionary. This service is currently available on school-day SATs, but not on the national test dates on weekends. Go to this website for further information about SAT supports for English language learners:

<https://collegereadiness.collegeboard.org/educators/k-12/english-learner-supports>

What Are the Similarities and Differences Between the SAT and ACT?

The SAT and ACT have many similarities:

- They both test English grammar.
- They both test high school math up through pre-calculus.
- They both test reading comprehension.
- They both assess students' ability to analyze graphs and charts.
- There is no guessing penalty on either test—be sure to answer every question.
- Colleges throughout the United States that use test scores in admissions (the vast majority of colleges) will accept results from either the SAT or ACT.

There are some important differences:

- The SAT is given in a digital, adaptive format; the ACT is given in a non-adaptive, typically paper-based format. The Digital SAT will be shorter than the ACT, with a little over half the testing time of the ACT. The ACT typically gives the same sets of questions to all students, and the questions will not change from section to section based on student performance.
- The SAT gives students more time to complete the same amount of material. For example, on the SAT math, you have about 95 seconds for each question, while on the ACT, you have about 60 seconds for each question. So, if you are more comfortable taking your time in completing the test, the SAT may be a better fit than the ACT. If you like a faster test with slightly more straight-forward questions, the ACT may be preferable.
- The SAT focuses more deeply on certain math topics, emphasizing algebra and data analysis. The ACT has a broader array of math topics, including things like matrices, logarithms, and hyperbolas.
- The ACT has a Science section, while the SAT tests scientific skills throughout the test. The final section of the ACT is a stand-alone science reasoning section, which assesses your skill in analyzing experiments, scientific research, and scientific theories. The SAT has

questions on each section that will ask you to interpret graphs and charts.

What Should I Do Right Before the SAT?

Immediately before the SAT, prioritize sleep and relaxation. You will do far better on the SAT if you are well rested and have a positive mindset. In the week before the test, try to get 8–9 hours of sleep a night. Since the SAT is very much a critical thinking test, the better rested you are, the better you will be able to read, problem solve, and edit. Some practice shortly before the test is perfectly fine to do, but make sure you are not staying up late and cramming.

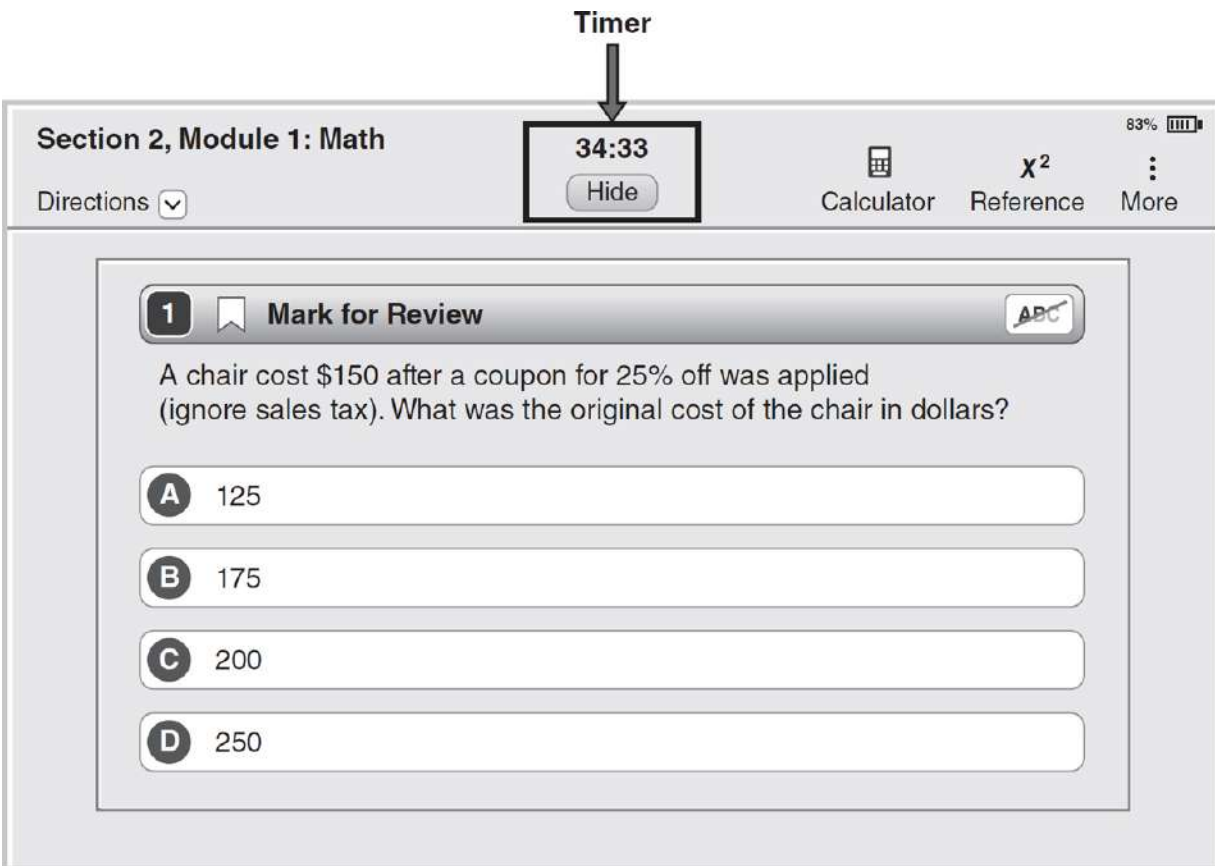
What Should I Bring with Me to the SAT?

- Admissions ticket
- Computer or tablet with the testing program already installed. You will be allowed to use your own computer or tablet for the Digital SAT—permitted options include a Windows laptop or tablet, a Mac laptop, an Ipad, or a school-managed Chromebook. Be sure to download the Bluebook testing program well in advance so that you can become familiar with the testing interface and will not have to download the program on test day. If you do not have a computer or tablet you wish to use, request in your test registration that the testing center provide you with a device. Your device needs to be charged such that it has at least three hours of battery life.
- Calculator with fresh batteries—most any graphing or scientific calculator is fine.
 - There is a Desmos calculator with graphing features given in the program, but most students will find it easier to use their own calculator.
 - Check to see if your calculator is approved here:
<https://collegereadiness.collegeboard.org/sat/taking-the-test/calculator-policy>
- A snack and a drink to have during your breaks (don't have food/drink out on your desk)

- Do not have your cell phone with you during the duration of the test—you are welcome to use it after the test has concluded, but the proctors do not want to see phones used during the test or during breaks to prevent possible cheating.
- Pen or pencil. You can use your preferred pen or pencil to write on the provided scrap paper.
- Watches, paper, and highlighters are not needed. The test program gives you an annotation feature and a countdown timer that you can view or hide, and the testing site will provide you with scrap paper.

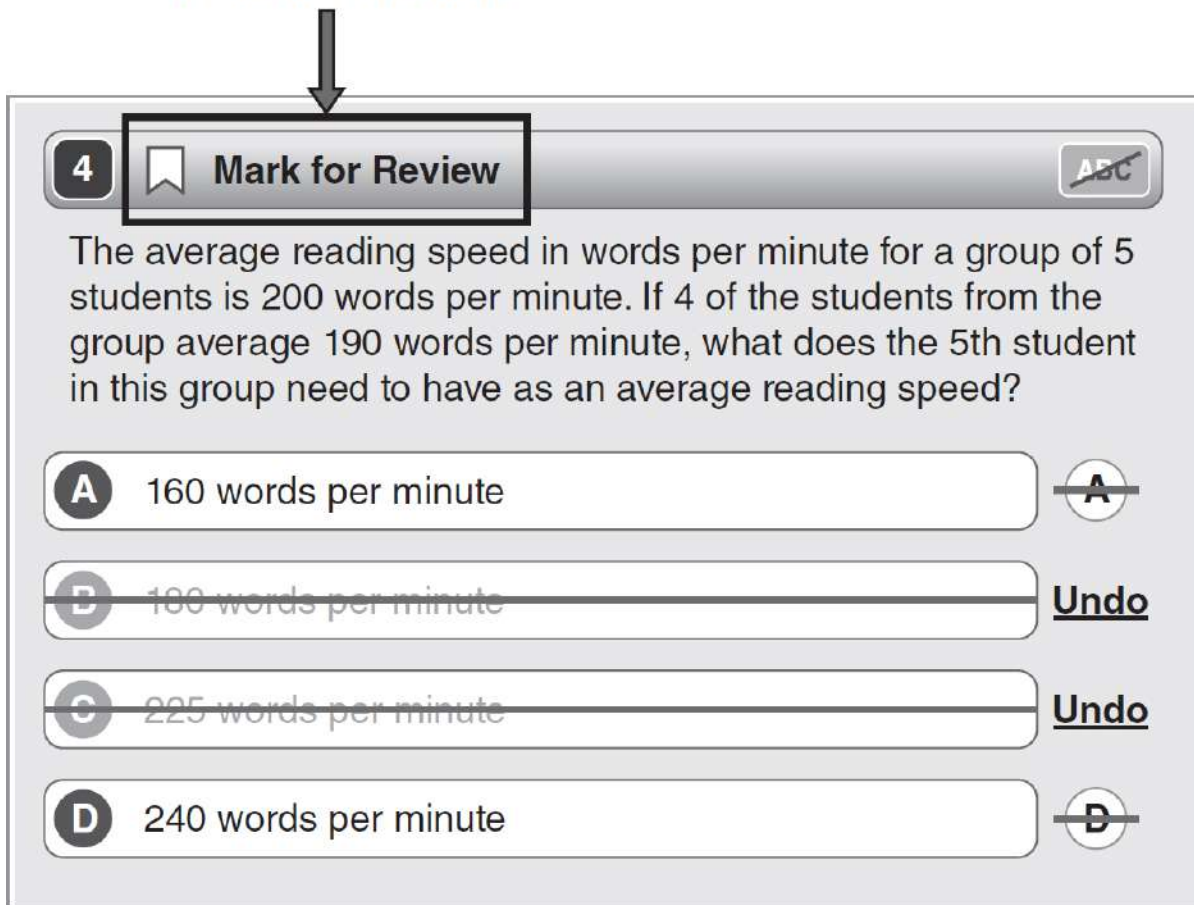
Important Features of the Digital SAT User Interface

Timer: There is a timer at the top of the screen. You can hide it if you find it distracting or leave it up if you prefer. The timer will automatically display when 5 minutes remain on the module.



Mark Question for Review: There is a bookmark logo on which you can click to mark a question for review at the end of a module.

Question for Review



The screenshot shows a question interface. At the top, a grey bar contains a question number '4' in a circle, a bookmark icon, the text 'Mark for Review', and a 'ABC' button. A black arrow points from the text 'Question for Review' to the 'Mark for Review' button. Below the bar, the question text is: 'The average reading speed in words per minute for a group of 5 students is 200 words per minute. If 4 of the students from the group average 190 words per minute, what does the 5th student in this group need to have as an average reading speed?'. There are four answer choices, each in a rounded rectangle: 'A 160 words per minute', 'B 180 words per minute', 'C 225 words per minute', and 'D 240 words per minute'. To the right of each choice is a circular button with the letter. The 'A' and 'D' buttons have a horizontal line through them. To the right of the 'B' and 'C' buttons is the word 'Undo'.

4  **Mark for Review** 

The average reading speed in words per minute for a group of 5 students is 200 words per minute. If 4 of the students from the group average 190 words per minute, what does the 5th student in this group need to have as an average reading speed?

A 160 words per minute 

B 180 words per minute  Undo

C 225 words per minute  Undo

D 240 words per minute 

Before you submit your answers on the entire module, you will see a screen that shows you which questions you have answered, which you have left unanswered, and which you have marked for review. Go back to any of the marked questions you would like to check out again. Keep in mind that since there is no guessing penalty, you should be certain to answer all the questions.

Section 2, Module 1: Math Questions

☐ Unanswered ☒ For Review

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22								

Eliminate Answer Choices: You can mark off answers you believe to be incorrect.

4 ☒ Mark for Review ABC

The average reading speed in words per minute for a group of 5 students is 200 words per minute. If 4 of the students from the group average 190 words per minute, what does the 5th student in this group need to have as an average reading speed?

☒ A 160 words per minute ☒ B

☒ C 180 words per minute ☐ D

☒ E 225 words per minute ☐ F

☒ G 240 words per minute ☐ H

Eliminate Answers

Text Annotation: You can highlight and make notes on the text and questions using the annotation tool.

Text Annotation
↓

Section 1, Module 1: Reading and Writing
Directions ▾
Show

87% 
Annotate More

The revolutionary theory of the four bodily humors (i.e., the idea that disease results from a physical imbalance in the bodily “humors”) _____ popularized in 400 B.C.E. in ancient Greece and has been a major obstacle to scientific advancement ever since.

2  **Mark for Review** 

Which choice completes the text so that it conforms to the conventions of Standard English?

A had

B have

C was

D were

Question 2 of 27 ^

BackNext

When you click on the “annotate” feature, you will be able to select text and make notes about what you have read.

Section 1, Module 1: Reading and Writing 

Directions    **Show**

The revolutionary theory of the four bodily humors (i.e., the idea that disease results from a physical imbalance in the bodily “humors”) _____ popularized in 400 B.C.E. in ancient Greece and has been a major obstacle to scientific advancement ever since.

Text Annotation pop-up note box

2  **Mark for Review**

Which choice completes the text so that it conforms to the conventions of Standard English?

A had

B have

C was

D were

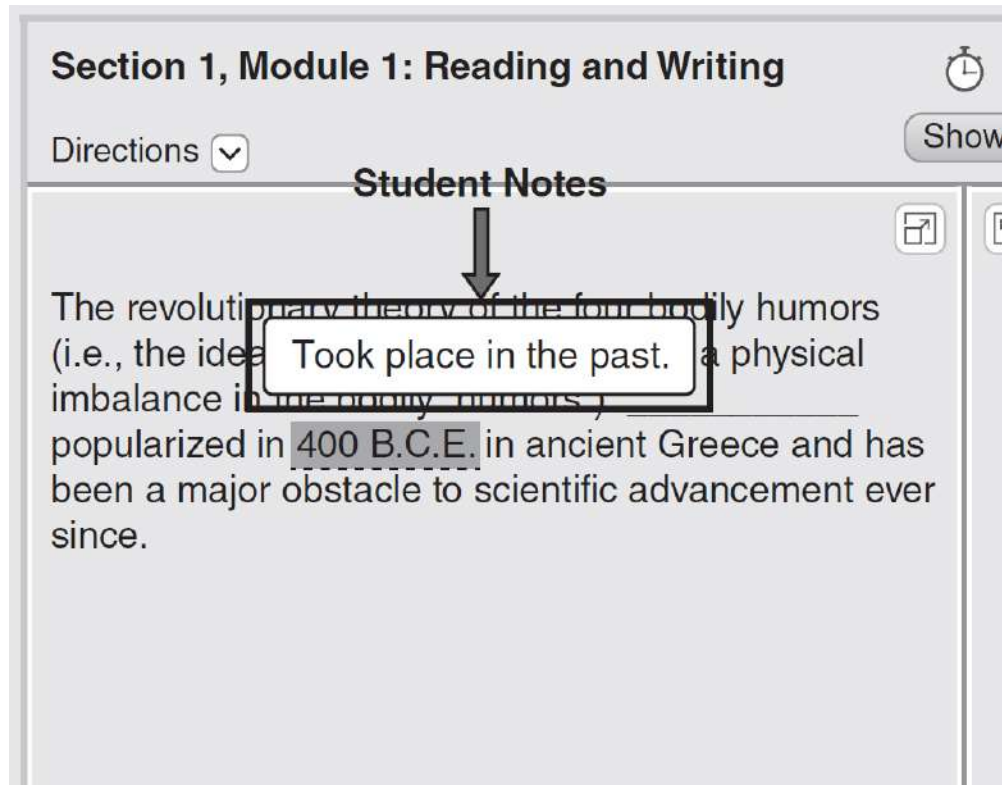
New Annotation: 400 B.C.E.

Highlight Color:  **Underline style:** 

Took place in the past.

Save **Cancel**

With the annotation feature closed, when you move the cursor over the selected text, your notes will appear above the selection.



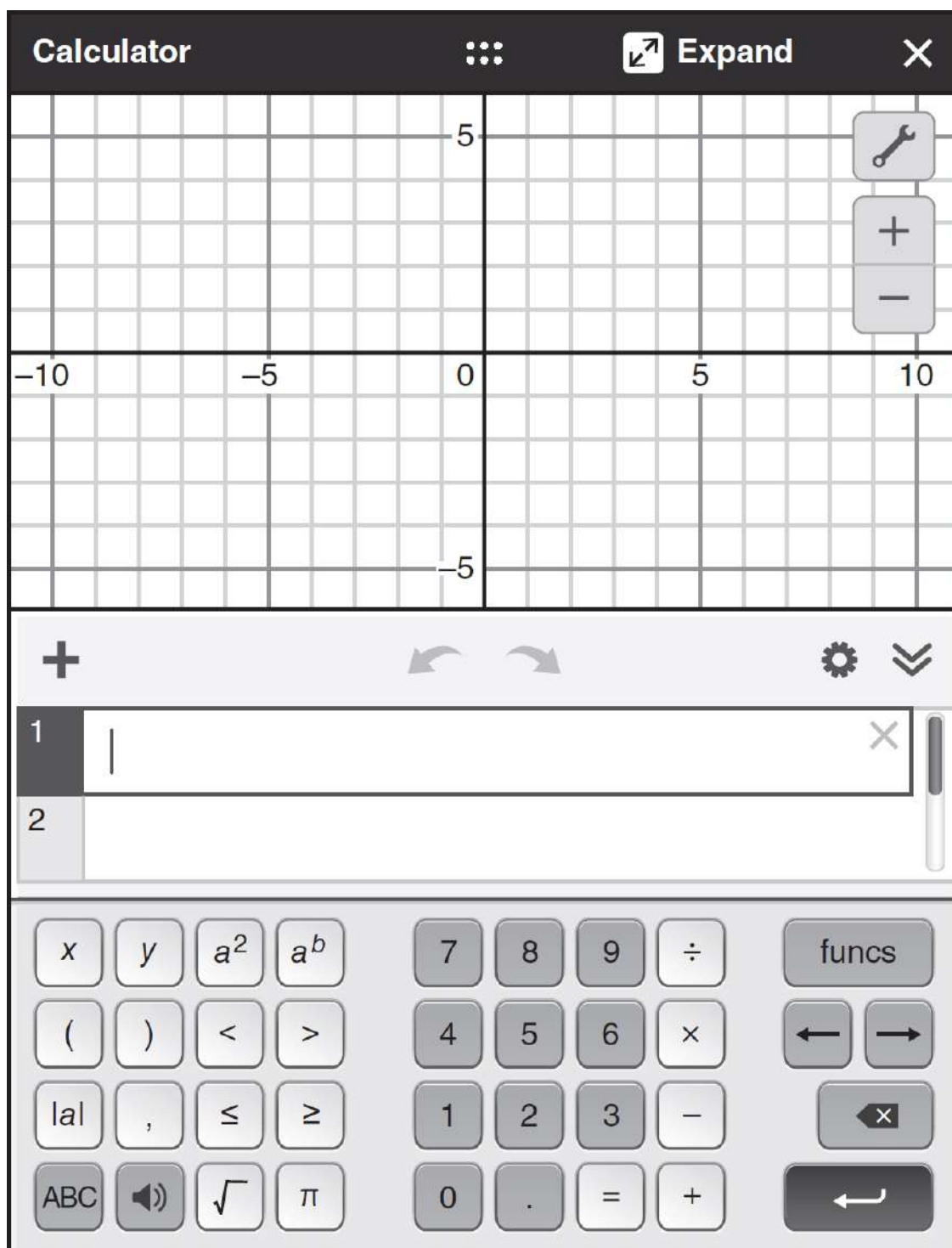
Student-Produced Math Responses: You can preview what your answer will look like before submitting your answer.

3

If $3x^3 = 81$, what is the value of x ?

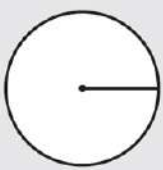
Answer Preview: 3 ← Student-produced math response

Built-in Calculator: While you can use an approved calculator of your own, you can also use the built-in calculator that uses [Desmos.com](https://www.desmos.com)™ technology.



Math Reference Sheet: While in the math section, you can click to display the reference sheet any time you need to see one of the provided geometry or trigonometry formulas/facts.

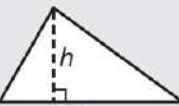
Reference Sheet
⋮
🔍 Collapse



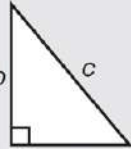
$A = \pi r^2$
 $C = 2\pi r$



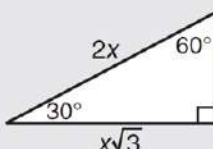
$A = lw$

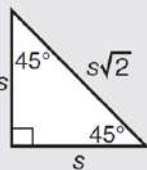


$A = \frac{1}{2}bh$

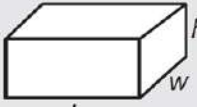


$c^2 = a^2 + b^2$





Special Right Triangles



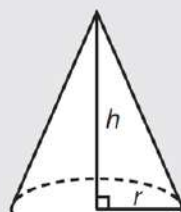
$V = lwh$



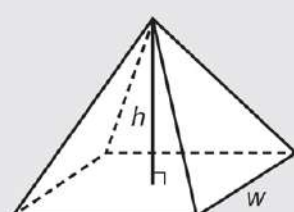
$V = \pi r^2 h$



$V = \frac{4}{3}\pi r^3$



$V = \frac{1}{3}\pi r^2 h$



$V = \frac{1}{3}lwh$

The number of degrees of arc in a circle is 360.
 The number of radians of arc in a circle is 2π .
 The sum of the measures in degrees of the angles of a triangle is 180.

Zooming In and Out: You can make the text larger or smaller using the Zoom feature. Depending on the make of your computer, you can either use Control + and Control −, or Command + and Command −.

General SAT Test-Taking Strategies

While there are plenty of strategies applicable to individual sections of the SAT, here are ten strategies that are important throughout the exam:

- **Answer every question.** There is no penalty for guessing on the SAT, so be sure to enter an answer for every question. Even on the fill-in questions on the SAT Math, there is no penalty for guessing. Put down some number so you have at least a chance of earning credit.
- **Become thoroughly familiar with the testing program features ahead of time.** Download the Bluebook testing app from collegeboard.org ahead of time and practice with the program. You do not want the actual test to be

the first time you use the testing program. The Digital SAT will have several features to help you as you take your exam:

- A clock you can use to see how much time remains on your testing module
- A flagging feature to highlight questions you want to return to
- A crossing-out feature so you can eliminate incorrect answers
- A zoom feature you can use to read graphics and reading material more easily
- An annotation feature to make notes as you read
- A built-in graphing calculator you can use throughout the math program
 - It is based on the Desmos™ program that many students have previously used.
- A reference sheet you can click on should you need a geometry or trigonometry formula

- . **Focus on understanding the question.** If a question asks for the circumference and you instead calculate the area, you will be incorrect. Take time to thoroughly understand what is being asked.
- . **Come back to questions if needed.** Do not look at skipping a question as a sign that you have given up. Instead, use it as an opportunity to let your subconscious mind process the question while you consider other questions. Flag the question and revisit it after some time has gone by, and you will likely notice something that you did not previously see.
- . **Write as much as you would like on the scrap paper and with the annotation feature.** Make notes as you read the reading texts, highlight important phrases in the writing texts, and draw pictures and write out equations in the math. Writing will help you clarify what is being asked and notice patterns so that you can arrive at a solution.
- . **Use the full amount of time.** The SAT is not a race—there is no prize for finishing first. Also, since the questions are often challenging, you will be best served by taking your time to do the questions once well instead of

doing them repeatedly, making the same mistakes. Pace yourself so that you finish your work right as time is called.

- . **Do not look at your performance on the SAT as an all-or-nothing situation.** The SAT is very different from typical school tests in which missing a few questions results in a greatly decreased grade. The SAT is graded on a curve, so your score is determined by how other test-takers perform, not just some arbitrary number. On most tests, you can likely miss several questions to achieve the score you desire. So, do not look at the SAT as something where you either do great or do poorly—a score that isn't perfect can still be excellent. Also, keep in mind that a handful of the questions you encounter will be experimental and will not count towards your score; you will not be able to determine which questions these are, so don't worry about them.
- . **Try to figure things out.** Instead of looking at SAT problems as knowledge to be recalled, look at them as puzzles to be solved. Do not be intimidated by a problem that you do not immediately know how to solve—instead, patiently think your way through it. The SAT is a test of your skill in problem solving, not simply a test of memorized knowledge.
- . **Know that there will be one definite answer to each question.** The College Board goes to extraordinary lengths to be sure that test questions are fair and have a definitive answer. Each question is independently reviewed by several test developers or educators before it makes it onto an actual SAT.¹ In addition, each test question is pre-tested on hundreds of students to be sure it performs as expected prior to inclusion on a real SAT.² Given these checks, you can be assured that the questions are well crafted. Do not overthink the questions because you are looking for a trick. Instead, give the SAT the benefit of the doubt and if you do not see a correct answer, review the texts and the questions to be sure you did not miss anything.
- . **What works for one student may not work for another.** This book provides you with a variety of strategic tools—use whatever works best for your personal situation. Students differ in terms of how quickly they read, how much they comprehend, their knowledge of English grammar, how

much math they have taken, and their competency with different types of math problems. Just because a strategy worked well for your friend does not necessarily mean it would work well for you. Use this book to fine-tune the strategies and review the content knowledge that just you need.

Managing Test Anxiety

Like with other major performances—such as ones in music, athletics, or theater—it is natural to have some anxiety. While some anxiety may release adrenaline that helps sharpen your focus and improves your stamina, too much anxiety can be problematic. Here are some tips to help keep your anxiety under control:

Make Your Practice as Realistic as Possible

Take a full-length practice test under timed conditions with the usual breaks. Become familiar with the testing app on your computer or tablet so there are no surprises on test day. Eat the same food and have the same drink you will have during your break. See how your body and your mind perform under realistic conditions, and then make any needed adjustments. By practicing like this before the actual test, you will both consciously and subconsciously know what to expect.

Realize That SAT Results Are But One Part of a College Application

While test results are perhaps the easiest part of the application to quantify, they are one component in a holistic admissions process. If the other parts of your application are quite strong, the test results will be less important. If you have not done as well in school or have not had as many extracurricular opportunities, the SAT can give you an opportunity to showcase your college readiness.

Start Early with Your Testing

Plan on taking the SAT after you have completed Algebra 2 so you have nearly all the math the test requires. If you take the test early, you will not feel like your entire college application is riding on your performance on a single day; instead, you will know that you will have multiple opportunities to retake the exam. Colleges routinely look at your best performance, and if your early performance is not all that great, it should not be an issue.

You Will Likely Be Able to Superscore

More and more schools allow “superscoring,” i.e., taking the best score from each of the two test sections over multiple test dates. For example, if you scored a 700 on the Reading and Writing and a 500 on the Math on a test in March, and then scored a 600 on the Reading and Writing and a 700 on the Math on a test in May, your superscore would be $700 + 700 = 1,400$. So, if one half of the test does not go as well, it is OK—you can focus on the more challenging half on the next test date. Colleges will accept results from both the older paper-based SAT and the newer digital SAT for admissions and superscoring purposes.

Preparing for the Test

Use previous test results to help you target your preparation. Even if the results were from a paper-based test, they will align with the Digital SAT and will help you plan your preparation. If you have previously taken the PSAT or SAT, look at your scores on the College Board website:

<https://collegereadiness.collegeboard.org/>

If you have not previously taken the PSAT or SAT, take the Diagnostic Test at the beginning of this book to help you determine the areas that you most need to review. Each chapter in this book has extensive reviews and drills for each type of question or text selection you will face, so you can focus on the areas that need the most work. Including the Diagnostic Test, there are a total of four practice SAT tests along with hundreds of sample digital SAT questions. Practice full-length tests under timed conditions to develop your problem-solving skills and learn to manage your timing.

Recommended Study Plans

If you only have one day to prepare:

- Review the general SAT strategies in this introductory chapter.
- Skim through an entire SAT practice test to become familiar with the directions, timing, and format.
- Try a few questions from each section.
- Do not stay up late to cram before the test—get a good night’s sleep.

If you have about a week to prepare:

- Review any past PSAT or SAT test results to determine where you need to focus your preparation.
- Read the test-taking strategies in each of the book chapters so you have a clear plan for how to attack the exam.
- Study the specific review and drills that are most relevant given your strengths and weaknesses.
- Take a full-length timed practice test. Score it, review your answers, and analyze what you need to do better in terms of timing and strategy to do your best on the actual test.

If you have a month or more to prepare:

- Take the full-length Diagnostic Test
- Work through all of the book chapters to review important strategies and content. Pay especially close attention to the areas where you struggled in the diagnostic test.
- Take additional full-length practice SAT Tests and review the in-depth solutions for each question that you missed.

The Bottom Line

With your preparation—it is not just practice that makes perfect... it is perfect practice that makes perfect. In particular:

- Actively assess where you need the most help and target your review accordingly. Do not skip over challenging sections to review and do not waste time reviewing concepts you already fully understand.
- Practice using the timing you will use on the actual test. Do not rush through a practice test just to get it done, only to find that you have made several careless errors. Pace yourself just as you would want to do on test day.

Beyond the Book

The SAT assesses your fundamental academic skills and your readiness for college-level work. So, anything you can do to build your reading, writing, and mathematical problem-solving skills will help you perform better on the SAT.

- **Take rigorous courses, like Advanced Placement and International Baccalaureate classes.** The College Board administers the AP exam program, so there is considerable cross-over between the skills assessed on AP exams and the skills assessed on the SAT.
- **Read widely on your own.** Students who read for fun tend to find the reading comprehension section easier than students who look at reading as a boring chore. Go to your local library, talk to a librarian, and find a book or magazine that really interests you. Install an e-reader on your phone so that you can easily read when you have spare time.
- **Download the testing app from the College Board and practice the adaptive tests on it.** The online resources for this book include tips on how to best practice with the official adaptive digital SAT tests from College Board along with explanations to the most challenging questions found on those tests. With the tests and drills in this book along with the free material from College Board, you will have more than enough material to use to get ready for test day.

Let's get to work!

¹<https://collegereadiness.collegeboard.org/educators/higher-ed/test-validity-design/test-development>

²<https://collegereadiness.collegeboard.org/pdf/sat-suite-assessments-technical-manual.pdf>

PART 2

Diagnostic Test



Diagnostic Test

A full-length SAT diagnostic test is on the pages that follow. Allow a little over two hours of uninterrupted time to complete the entire test. Find a spot to take the test where you will not be distracted. You can take a ten-minute break after the two Reading and Writing modules and before the two Math modules.

Completing this diagnostic test will help you determine your SAT strengths and weaknesses.

Think about the following after you take the test.

- How are you with timing?
- Do you find certain types of reading questions to be challenging?
- Do particular reading texts and genres give you more difficulty than others?
- Do you need to review English grammar concepts?
- Do some types of writing questions give you more trouble than others?
- Do you need to review or learn some math concepts?
- What kinds of math questions are toughest for you?

After completing the test, review your answers with the “Diagnostic Test Analysis Guide” to determine what types of questions and concepts you most need to study.

Good luck!

Overview

This SAT Practice Test is made up of a Reading and Writing section and a Math section.

Note: In this book, there is an answer sheet you can use to write down your letter choices and math answers. Feel free to use the sheet to record your answers or simply circle and write down your answers in the test as you go.

Section 1: Reading and Writing (54 Questions)

There are two 27-question modules in the Reading and Writing section.

Section 2: Math (44 Questions)

There are two 22-question modules in the Math section. You can use a calculator throughout the math section.

Modules

The modules in each section are timed separately. You can review your answers in each module before time expires. When the time reaches zero, you will automatically move on to the next section. You are unable to return to a completed module.

Directions

At the beginning of each section, there are directions for answering the questions.

Diagnostic Test

Section 1, Module 1: Reading and Writing

32 MINUTES, 27 QUESTIONS

DIRECTIONS ▼

You will be tested on a variety of important reading and writing skills. Each question has one or more passages, possibly including a graph or table. Carefully read each passage and question and choose the best answer to the question based on the passage(s).

Every question in this section is multiple-choice, with four possible answers. Each question has only one best answer.

1

MODULE 1

1

One of the most common ways that people can amass wealth is through _____ equity in their homes.

1

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ assembling
- Ⓑ manufacturing
- Ⓒ building
- Ⓓ fabricating

Modern day graffiti creates the same questions. Most people would agree that a quickly spray-painted tag is not art, but some graffiti is very

elaborate, well planned, and objectively beautiful. Some graffiti _____ the value of an area by making it appear abandoned and unkempt.

2

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ quiets
- Ⓑ recedes
- Ⓒ lowers
- Ⓓ muffles

While there certainly are many potential careers that students may find rewarding, students with a math and science _____ should give engineering serious consideration.

3

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ aptitude
- Ⓑ warmth
- Ⓒ hankering
- Ⓓ frenzy

Making something that is truly delicious for one's friends and family can be a formative experience that leads one to pursue a career as a chef. While not everybody can be a celebrity chef with millions of television fans, there are many _____ to a fulfilling career in the food services industry.

4

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ boulevards
- Ⓑ promenades
- Ⓒ thoroughfares
- Ⓓ avenues

One key reason *C. lecturlarius* (bedbugs) can be so difficult to remove is their physical properties. They are tiny brown bugs that live solely on the blood of other animals, so edible poison traps won't work the way they do for ants. In addition, they can live months without food, which makes starving them out nearly impossible, and they lay eggs that are _____ to regular pest control methods and stick in unreachable nooks and crannies.

5

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ susceptible
- Ⓑ prone
- Ⓒ impervious
- Ⓓ vulnerable

The following text is from Georgia Douglas Johnson's 1920 poem "Calling Dreams."

The right to make my dreams come true,
I ask, nay, I demand of life;
Nor shall fate's deadly contraband
Impede my steps, nor countermand;
Too long my heart against the ground
Has beat the dusty years around;

And now at length I rise! I wake!

And stride into the morning break!

6

Which choice best states the main purpose of the text?

- Ⓐ To express the inevitable frustration that comes when you cannot accomplish a goal
- Ⓑ To show a more contemplative attitude towards acceptance of your fate
- Ⓒ To present a personal narrative about the importance of travel to a richer life
- Ⓓ To emphasize the need to not let anything stand in the way of achieving your dreams

The following is a portion of an address given by Senator Herbert H. Lehman at the annual membership meeting of the Urban League of Greater New York in June of 1956, as reported in the *Arizona Sun*.

The Urban League has furnished a framework within which men of good will of all races could work together to achieve steady advances toward the goal of adjustment, focusing their efforts on the neighborhood and the community. This organization has helped to show how vast are the ramifications of inter-group and inter-racial adjustment, what concrete and specific evils flow from discrimination and segregation, and what must and can be done about it. Some people, including some of the leaders of our government, act as though civil rights were a brand-new problem, which has just arisen and needs nothing so much as to be studied. And they indicate that just as soon as they finish studying it, they will probably do something about it. And, of course, that may take a long time.

7

Which choice best describes the function of the underlined sentence in the text as a whole?

- Ⓐ To show how those who oppose the advancement of civil rights will inevitably resort to personal attacks
- Ⓑ To emphasize the need for increased funding for socially active causes
- Ⓒ To assert that opponents of civil rights progress will likely use excessive delay to achieve their aims
- Ⓓ To argue that the goal of public policy is to promote social justice

The following text is from Upton Sinclair’s 1906 novel *The Jungle*.

And then there was Marija Berczynskas, who, fired with jealousy by the success of Jurgis, had set out upon her own responsibility to get a place. Marija had nothing to take with her save her two brawny arms and the word “job,” laboriously learned; but with these she had marched about Packingtown all day, entering every door where there were signs of activity. Out of some she had been ordered with curses; but Marija was not afraid of man or devil, and asked everyone she saw—visitors and strangers, or work-people like herself, and once or twice even high and lofty office personages, who stared at her as if they thought she was crazy. In the end, however, she had reaped her reward.

8

According to the text, Marija most likely has what level of proficiency in the English language?

- Ⓐ Totally fluent
- Ⓑ Mostly fluent
- Ⓒ Somewhat proficient
- Ⓓ Very limited

The following passage is from *A Portrait of the Artist as a Young Man* by James Joyce, published in 1916. Stephen Dedalus, Joyce's protagonist, yearns to be an artist but was raised and educated to join the clergy. Below he contemplates the diverging paths before him after a priest warns him of the permanence of his intended holy position.

The Reverend Stephen Dedalus, S.J.

His name in that new life leaped into characters before his eyes and to it there followed a mental sensation of an undefined face or colour of a face. The colour faded and became strong like a changing glow of pallid brick red. Was it the raw reddish glow he had so often seen on wintry mornings on the shaven gills of the priests? The face was eyeless and sour-favoured and devout, shot with pink tinges of suffocated anger. Was it not a mental spectre of the face of one of the Jesuits whom some of the boys called Lantern Jaws and others Foxy Campbell?

9

According to the text, how would the narrator most likely characterize how most priests in this story would handle their emotions?

- Ⓐ By repressing them
- Ⓑ By celebrating them
- Ⓒ By eliminating them
- Ⓓ By expressing them

Text 1

In her essay, “The Realities of Love at First Sight,” Fisher explains how we evaluate an individual within three minutes of meeting them based on their physical attributes, voice, and words. First, we decide if they are attractive, then we evaluate their clothing and stature, before moving on to the sound and tone of their voice. Lastly, we consider what they actually say. She concludes that we choose partners whose biological chemicals complement our own.

Text 2

Psychology Today renders love a three-step scientific process. First, a release of the hormone dopamine causes “feel good” emotions. In this stage, we feel attracted to an individual and associate them with feelings of intense joy. Next, our neurotransmitters—norepinephrine and phenylethylamine—lead to focused attention on the object of our attraction. Lastly, our brain reward system is activated, sending chemical messages that elevate mood and make an addiction-like urge to be with that person.

10

How does the analysis of the love process in Text 2 differ from the one in Text 1?

- Ⓐ It cites the role that chemicals might play.
- Ⓑ It focuses on the actual chemistry of the process.
- Ⓒ It has just two concrete steps.
- Ⓓ It emphasizes the essential importance of human decision making.

Microplastics are microscopic particles of plastic that tend to accumulate toxins and are in some cases toxic themselves. Unfortunately, microplastics tend to end up being eaten by various organisms. The primary reason for this problem is that in recent years, approximately 380 million tons of plastic are produced annually. Plastic is not biodegradable, which means that once it enters the environment it can take several hundred years to degrade. In fact, if all the plastic that was produced between 1950 and 1960 had been disposed of in the ocean, _____

11

Which insertion at the end of the text, if true, would best support the author’s claim?

- Ⓐ nearly all of it would remain.
- Ⓑ about half of it would remain.

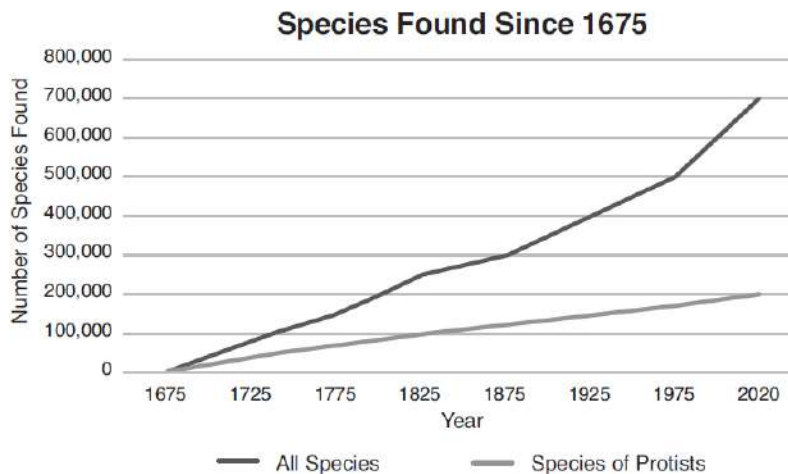
- Ⓒ about one-third of it would remain.
- Ⓓ almost none of it would remain.

The Souls of Black Folk is a 1903 literary work by American author W. E. B. Du Bois. One cultural aspect on which Du Bois focuses in this work is the prevalence of “sorrow songs” in African American culture, i.e., musical compositions that evoke the suffering of slaves. In this work, Du Bois strongly suggests that American creativity is focused on energetic inventiveness: _____

12

Which quotation from *The Souls of Black Folk* most effectively illustrates the claim?

- Ⓐ “Out of [the slave songs] rose for me morning, noon, and night, bursts of wonderful melody, full of the voices of my brothers and sisters, full of the voices of the past.”
- Ⓑ “Little of beauty has America given the world save the rude grandeur God himself stamped on her bosom; the human spirit in this new world has expressed itself in vigor and ingenuity rather than in beauty.”
- Ⓒ “Some [slave songs], like “Near the lake where drooped the willow,” passed into current airs and their source was forgotten; others were caricatured on the ‘minstrel’ stage and their memory died away.”
- Ⓓ “[Slave songs] are the music of an unhappy people, of the children of disappointment; they tell of death and suffering and unvoiced longing toward a truer world, of misty wanderings and hidden ways.”



Through the improvement of technology and microscopy techniques, the differences between prokaryotes and eukaryotes were discovered. Protists previously fell under the category of prokaryotes, which were originally classified as anucleate organisms and unicellular. Technological advances led to the understanding that protists are eukaryotic organisms even though most protists do remain unicellular. Since 1675, scientists _____

13

Which choice most effectively uses data from the graph to complete the example?

- (A) have found far more species of protists than other animal species.
- (B) conducted experiments on over 100,000 species of protists in laboratory environments.
- (C) have discovered approximately 200,000 new species of protists.
- (D) analyzed a total of 900,000 plant and protist species in their quest to find new life forms.

Ernst Haeckel was a German zoologist, naturalist, philosopher, physician, and about every other type of scientist. He lived from 1834–1919. He was a contemporary of Charles Darwin and helped popularize *On the Origin of Species* in Germany. Contrary to Darwin and what we know now, Haeckel believed humans originated in Asia, not Africa. An accomplished

artist, he created illustrations of animals and sea creatures with the same color and detail as the ornithological illustrations of James Audubon. Even though Americans aren't as familiar with Haeckel as they are with Darwin or Audubon, Haeckel _____

14

Which choice most logically completes the text?

- Ⓐ is a historical figure who is worth studying.
- Ⓑ continues to write intriguing articles in the present day.
- Ⓒ should be consigned to the dustbin of history.
- Ⓓ was truly a literary pioneer and poetic innovator.

In considering the following _____ be well to bear in mind that records of the bird migration in this locality have been made each year for the past thirty-one years.

15

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ remarks: it may
- Ⓑ remarks; it may
- Ⓒ remarks, it may
- Ⓓ remarks it may

We hear about water every day. More than 70% of _____ surface is covered with water. Water is a requirement for terrestrial life. Water makes up most of our bodies.

16

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ our planets
- Ⓑ their planets
- Ⓒ our planet's
- Ⓓ their planets'

It is believed that _____ on as near the actual date of their arrival as it would ordinarily be possible to obtain them.

17

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ the great majority of species: were recorded
- Ⓑ the great majority of species were recorded
- Ⓒ the great majority of species, were recorded
- Ⓓ the great majority of species; were recorded

Schrödinger, a father of quantum mechanics himself, surely understood the uses of quantum superposition but also sought to bring attention to _____ shortcomings.

18

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ its
- Ⓑ it's
- Ⓒ their
- Ⓓ there

General Douglas MacArthur and President Harry _____ both American leaders in the late 1940s and early 1950s in the aftermath of the

Allied victory during World War II.

19

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ Truman; Great Men, by all accounts—were
- Ⓑ Truman—Great Men, by all accounts, were
- Ⓒ Truman: Great Men, by all accounts—were
- Ⓓ Truman—Great Men, by all accounts—were

Two of the primary positions “between” nurse and doctor _____ those of nurse practitioner and physician assistant. You can think of a nurse practitioner as a more advanced nurse and a physician assistant as a more restricted doctor.

20

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ are
- Ⓑ is
- Ⓒ has
- Ⓓ was

Over time, when the town began to adopt more mainstream customs with respect to family dynamics, the rate of cardiovascular disease

_____.

21

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ rise
- Ⓑ risen
- Ⓒ rose
- Ⓓ rised

Henrik Ibsen and August Strindberg are truly giants of playwriting. The hallmarks of modern theater in their present incarnation—from stark realism to surreal expressionism—_____

22

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ from the two mens' works directly derive.
- Ⓑ from the works of these two men directly derive.
- Ⓒ derive directly from the works of these two men.
- Ⓓ come directly from this.

Music is a combination of specific sound waves started and stopped at specific times. Some waves align nicely with one another or contrast nicely with one another, _____ others are neither regularly contrasting nor matching.

23

Which choice completes the text with the most logical transition?

- Ⓐ while
- Ⓑ because
- Ⓒ since
- Ⓓ so

Specific engineering disciplines focus on particular types of physical problems. _____ aerospace engineering is mostly concerned with optimizing the performance of airplanes, while civil engineering is mostly concerned with improving physical structures and public works.

24

Which choice completes the text with the most logical transition?

- Ⓐ However,
- Ⓑ In addition,
- Ⓒ For instance,
- Ⓓ Surprisingly,

In the past few years, more than one horribly botched painting has made the news when it was delivered back to the owner looking nothing like the original. _____ the art restorer working on the painting is not both topnotch and very well trained in artistic techniques from the time-period of the piece, the results of a restoration attempt can be disastrous.

25

Which choice completes the text with the most logical transition?

- Ⓐ If
- Ⓑ While
- Ⓒ Because
- Ⓓ Since

While researching a topic, a student has taken the following notes:

- Robert Frost is one of the most popular poets in modern day.
- His poems centered around philosophical and social issues, questioning common assumptions with ironic writing.
- One of his most famous poems is “The Road Not Taken.”

- It encourages readers to take the path less traveled by the world or by peers.
- Another one of Frost’s poems is “Nothing Gold Can Stay.”
- This poem reflects on the fleeting nature of beauty and life.

26

The student wants to introduce Robert Frost to an audience unfamiliar with his work. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Ⓐ “The Road Not Taken” considers taking the path less traveled by others.
- Ⓑ Robert Frost is a famous modern poet whose work encourages critical thinking.
- Ⓒ Analysis of beauty and life are common themes in many modern-day poems by Robert Frost and others.
- Ⓓ Irony is a useful poetic device to convey one’s skepticism about worldly assumptions.

While researching a topic, a student has taken the following notes:

- Flying squirrels are the most numerous squirrels in Ohio, yet they are the least frequently observed.
- Flying squirrels are nocturnal.
- Flying squirrels do not actually fly; loose skin extends from wrist to ankle and allows them to glide between trees.
- Flying squirrels prefer to live in forests and not in suburbs.
- Habitat loss is one of the greatest threats facing flying squirrels.

27

The student wants to correct a likely misconception about flying squirrels. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Ⓐ Flying squirrels can usually be observed at night as opposed to the day.
- Ⓑ Despite their name, flying squirrels glide rather than fly.
- Ⓒ While hunting poses a threat to flying squirrels, habitat loss is ultimately the greater danger.
- Ⓓ Even though flying squirrels are scarce in Ohio, they can still be easily seen.

Section 1, Module 2: Reading and Writing

32 MINUTES, 27 QUESTIONS

DIRECTIONS ▼

You will be tested on a variety of important reading and writing skills. Each question has one or more passages, possibly including a graph or table. Carefully read each passage and question and choose the best answer to the question based on the passage(s).

Every question in this section is multiple-choice, with four possible answers. Each question has only one best answer.

1

MODULE 2

1

The vacation had the opposite effect on Jim. He despised the upcoming days and was depressed at the thought of his recent break-up. Although he marched into work 15 minutes early on Monday morning, he was feeling very _____.

1

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ energetic
- Ⓑ dispirited
- Ⓒ invigorated
- Ⓓ rejuvenated

An education is usually thought to have intrinsic _____ rather than extrinsic. That is, its worth comes from the love of knowledge rather than something monetary. However, with the rising cost of tuition, one could maybe argue that there is a fiscal price related to education.

2

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ value
- Ⓑ price
- Ⓒ principles
- Ⓓ standard

The night sky erupted with great displays of sound and light. Every couple of minutes, from dusk till late, the loud, explosive sounds would shake the sky and some unsuspecting and innocent below. It is not lightning or anything _____; rather, it is meant to be a symbol of patriotism. It was a week before the Fourth of July, a day meant to celebrate the United States and those who defend it, and the fireworks had already begun.

3

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ considerate
- Ⓑ nefarious
- Ⓒ congenial
- Ⓓ duplicitous

Though Friedel and Crafts discovered a new chemical reaction, this reaction technique was virtually useless to the scientific community because it lacked selectivity. Selectivity causes a reaction to favor one product over

another potential product of the reaction. Without selectivity, it is impossible for chemists to _____ the products of their reaction. Not being able to separate one product from another makes a reaction useless because even a small alteration in a molecule can result in adverse effects.

4

Which choice completes the text with the most logical and precise word or phrase?

- Ⓐ create
- Ⓑ demonstrate
- Ⓒ reciprocate
- Ⓓ isolate

As anyone who has watched a bag of instant popcorn expand knows, the tray inside of a microwave oven rotates as the food cooks. This rotation has the interesting effect of increasing the kinetic energy of the food's polar molecules, as they too must constantly rotate to remain aligned with the field. As they do so, these molecules rub and grind against their neighbors, converting their kinetic energy into intermolecular friction, and thus evolving heat. In fact, the motion of molecules is so directly related to internal heat that one can calculate a material's exact temperature by averaging the kinetic energy of the atoms and molecules that comprise it.

5

As used in the text, what does the word “evolving” most nearly mean?

- Ⓐ Advancing
- Ⓑ Reproducing
- Ⓒ Selecting
- Ⓓ Generating

Advocates of the presidential model posit that it is more democratic than the parliamentary system because the people themselves choose their executive. They contend that the fixed terms even allow for some stability that the parliamentary organization does not allow. Likewise, a further benefit lies in the separation of powers subject to checks and balances, in which the executive and legislative bodies can monitor one another and assure that power is not centralized. Yet, critics of the system assert that the president's national status affords tendencies toward authoritarianism. Furthermore, as a rule, deadlocks or stalemates are much more common within a system that often has executive and legislative bodies under the control of different parties. Cynics therefore suggest that the presidential model is privy to discord and inefficiency—not to mention, presidents are difficult to remove when thought to be unfit.

6

Which choice best states the main purpose of the text?

- Ⓐ It explores the pros and cons of the presidential model.
- Ⓑ It compares the presidential and parliamentary models.
- Ⓒ It highlights the superior aspects of the presidential model.
- Ⓓ It gives specific examples of countries that practice presidential politics.

Some people simply believe that few, if any, other civilizations outside those on Earth exist. The Rare Earth Hypothesis suggests that Earth is unique, and so, therefore, is intelligent life. Others theorize that intelligent life has a tendency of destroying itself quickly; they hypothesize that self-annihilation occurs before contact can be made. On the other hand, many postulate that extraterrestrial intelligence (ETI) does exist, but we see no evidence for a variety of reasons. Perhaps we are too far apart in space or time; perhaps humans, a relatively new species, haven't searched long enough or maybe we aren't listening properly; what if our distant neighbors are using different frequencies?

Which choice best describes the function of the final sentence in the overall structure of the text?

- Ⓐ It explains why the author is quite pessimistic about the possibility of finding ETI.
- Ⓑ It offers suggestions that have not likely been considered by scientists.
- Ⓒ It gives a recommended course of action to solve a scientific problem.
- Ⓓ It elaborates on possible reasons why we have not found evidence of ETI.

The following text is from Carl Sandburg’s 1916 poem “Theme in Yellow.”

I spot the hills
With yellow balls in autumn.
I light the prairie cornfields
Orange and tawny gold clusters
And I am called pumpkins.
On the last of October
When dusk is fallen
Children join hands
And circle round me
Singing ghost songs
And love to the harvest moon;
I am a jack-o’-lantern

With terrible teeth
And the children know
I am fooling.

8

The narrator of the poem is best described as which of the following?

- Ⓐ A child
- Ⓑ A pumpkin
- Ⓒ A ghost
- Ⓓ A season

A historian writes an article suggesting that a shortcoming of the Iroquois Great League governmental structure was a decision-making process that led to paralysis.

9

Which quotation from the article would best illustrate this claim?

- Ⓐ “The Great League of Peace and Power maintained Iroquois peace from the 15th century until the American Revolution.”
- Ⓑ “The Iroquois council could not decide unanimously which side to choose. With no consensus, each nation made its own decision. The League split.”
- Ⓒ “Despite being scattered, the Iroquois survived. Today in New York State, a strong Iroquois Reservation remains.”
- Ⓓ “These Iroquois are strongly independent and demand sovereignty. Despite this, they are also American citizens. On the reservations, traditions live on, as does the spirit of the Great League.”

A biologist analyzes the relationship between Midwestern bird species and the honeysuckle fruit. They find that the organisms have developed a

mutualist relationship: native species of birds throughout the Midwest rely on honeysuckle fruit as a staple food source in the fall, while honeysuckle benefits in being spread to new regions when its seeds are eaten and subsequently dispersed by the birds.

10

Which of the following situations would be most resemble the relationship discussed in the text?

- (A) Large whale species consume krill at higher latitudes.
- (B) The male gorilla does not help with infants but does help defend against predators.
- (C) Oxpecker birds eat predatory insects off the backs of zebras.
- (D) Humans consume the eggs of organically raised chickens.

Occupational therapists work with clients to help them better perform their daily tasks. An occupational therapist examines what aspect of occupational therapy will most likely lead to positive client outcomes, replacing dysfunctional occupations (activities) and replacing them with functional ones. The therapist hypothesizes that a collaborative relationship between the occupational therapist and patient will minimize occupational dysfunction.

11

Which of the following, if true, would most directly support the therapist's hypothesis?

- (A) Other occupations, like substance abuse, lead to occupational dysfunction. These dysfunctional occupations are not productive and can be detrimental to health and wellness.
- (B) Behaviors, habits, and performance patterns are changed when dysfunctional occupation is reduced or extinguished and replaced with meaningful, psychologically rewarding functional occupation.

- Ⓒ Changing dysfunctional occupation and replacing it with functional occupation is challenging for the client; through therapeutic use of self, the occupational therapist can establish the necessary trust and rapport.
- Ⓓ Self-regulation strategies include personal awareness of stressors, stress management, and using occupation to reduce stress.

Human Influenza Outbreaks

Name	Year	Subtype	Reservoir	Geography	Estimated Cases	Estimated Fatality Rate (%)
Russian Flu	1889	Unknown	Unknown	Global	6.6 million	0.15
Spanish Flu	1918	N1H1	Humans, pigs, birds	Global	500 million	2.0
Asian Flu	1957	N2H2	Birds	Global	9.5 million	0.12
Hong Kong Flu	1968	N3H2	Pigs	Global	8 million	<0.1
Avian Flu	2005	H5N1	Birds	Asia	840	60
Swine Flue	2009	H1N1	Humans, pigs, birds	Global	89 million	2.5
N/A	2013	H7N9	Birds	China	220	25

Epidemic illnesses can cause significant loss of human life. A virologist attempts to determine what characteristics of flu viruses will result in the greatest human mortality. The virologist hypothesizes that if a flu virus has too high a fatality rate, its victims will die off before they can transmit the virus to other humans, ultimately resulting in relatively few cases.

12

Which of the viruses in the table would most effectively be used to support the virologist's hypothesis?

- Ⓐ H5N1 and H7N9
- Ⓑ H1N1 and H2N2
- Ⓒ H3N2 and H1N1
- Ⓓ H3N2 and H2N2

**Fatal passenger vehicle crash involvements per 100 million miles
traveled by driver age and gender, 2017**

Age	Male			Female			Total*		
	Crash Involvements	Miles	Rate	Crash Involvements	Miles	Rate	Crash Involvements	Miles	Rate
16-19	2,003	31,732,691,896	6.3	959	30,677,731,652	3.1	2,963	62,410,423,548	4.7
20-29	7,119	187,497,565,846	3.8	3,225	198,148,511,278	1.6	10,346	385,646,077,124	2.7
30-59	12,958	785,270,175,131	1.7	6,162	558,224,868,022	1.1	19,124	1,343,495,043,154	1.4
60-69	2,929	207,918,951,320	1.4	1,354	136,711,746,704	1.0	4,283	344,630,698,024	1.2
≥70	3,034	401,684,593,355	2.9	1,488	66,739,614,422	2.2	4,522	171,424,207,778	2.6
Total*	28,053	1,317,103,977,548	2.1	13,191	990,502,472,079	1.3	41,277	2,307,606,449,627	1.8

*Total includes other and/or unknowns

Graph source: www.ihs.org/topics/fatality-statistics/detail/gender

A researcher who specializes in analyzing the aftermath of car wrecks determines that car crash dummies are almost always designed to represent the male skeletal and muscular anatomy. The researcher thinks that car manufacturers as well as consumers should demand that the National Highway Traffic Safety Administration develop dummies that represent not just men and women, but a variety of sizes of men and women as well as a variety of sizes of children. The researcher argues that the government should prioritize diverse demographic representation among crash test dummies to gather the most helpful information for consumers.

13

Which statement would best utilize the information in the table to provide an argument against the researcher's position?

- (A) Given the higher crash rate of male drivers as compared to female drivers, it is understandable that car manufacturers may prioritize male crash test dummies.
- (B) Since drivers over 70 years of age are over twice as likely to get in vehicle crashes as those in their 60s, increased regulations about the maximum driver age should be implemented.
- (C) Teenage drivers are far more likely to get in car accidents than those in other age groups, so the age to earn a driver's license

should be increased.

- Ⓓ Female drivers represent the majority of miles driven in a given year, so it is critical that there be a higher priority on their safety.

English chemist John Newlands proposed a “law of octaves” that was based, shockingly, on the standard musical scale, and which suggested that the periodicity of the elements follows a similar eight “note” pattern. Though his contemporaries heavily criticized Newlands, the idea was eventually vindicated by the octet theory of chemical bonding, which

14

Which choice most logically completes the text?

- Ⓐ demonstrated the need for additional research to confirm his hypothesis.
- Ⓑ confirmed the significance of the eight-element series in chemical behavior.
- Ⓒ approached the problem of chemical classification differently from Newlands.
- Ⓓ served to disprove his interesting yet ultimately inaccurate theory.

Bacteria is adapting and changing in response to our attempts to quash it and is consequently becoming more of a threat than ever before. Doctors and patients should be cautious and should ensure that antibiotics are truly necessary before contributing to this issue. Fewer antibiotics prescribed will mean less of a chance for *C. diff* for each individual patient and a greater chance that antibiotics will _____

15

Which choice most logically completes the text?

- Ⓐ remain effective for the people who genuinely need them.

- Ⓐ develop increased resistance to bacterial modification.
- Ⓑ contribute to the outbreak of endemic illnesses.
- Ⓒ become increasingly recommended for a host of illnesses.

_____ that live in the eastern region of Australia and in Tasmania. Platypuses typically live in bodies of freshwater like rivers, wetlands, billabongs, and estuaries; however, they have been known to live in brackish—a combination of fresh and salt water—estuaries as well.

16

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ *Ornithorhynchus anatinus* also known as platypuses are semi-aquatic mammals
- Ⓑ *Ornithorhynchus anatinus*, also known as platypuses are semi-aquatic mammals
- Ⓒ *Ornithorhynchus anatinus*—also known as platypuses, are semi-aquatic mammals
- Ⓓ *Ornithorhynchus anatinus*, also known as platypuses, are semi-aquatic mammals

The bystander effect is a psychological phenomenon that prevents people from helping those in need. The psychology behind this phenomenon is actually fairly simple. _____ In a crowded place such as a stadium, people may think “I couldn’t get there in time,” or, “there are so many people who are closer to the scene of distress.”

17

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ When several people observe a situation that calls for intervention, the responsibility to help feels less pressing since it is diffused among all the observers.
- Ⓑ When several people observe a situation that calls for intervention: the responsibility to help feels less pressing since it is diffused among all the observers.
- Ⓒ When several people observe a situation that calls for intervention: the responsibility to help feels less pressing, since it is diffused among all the observers.
- Ⓓ When several people observe a situation that calls for intervention—the responsibility to help feels—less pressing since it is diffused among all the observers.

Scientists speculate that the even though the evolutionary purpose of the toxins in ergot fungus was to discourage animals from eating it, humans were unable to prevent its consumption. _____ harvested en masse and was only rarely sorted to remove ergot fungus.

18

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ Rye, like other grains, was
- Ⓑ Rye, like other grains was
- Ⓒ Rye—like other grains—were
- Ⓓ Rye—like other grains, was

States can best be characterized by their natural idiosyncrasies. Florida has its powdered sugar beaches; Nebraska, its butterscotch _____

19

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ cornfields; and Arizona it's majestic Grand Canyon.
- Ⓑ cornfields: Arizona its majestic Grand Canyon.
- Ⓒ cornfields; and Arizona, its majestic Grand Canyon.
- Ⓓ cornfields, and Arizona, it's majestic Grand Canyon.

While hiking has always been known to be a good form of exercise, current research _____ that its added mental benefits have a significant impact on the physical health of those who hike.

20

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ suggest
- Ⓑ suggests
- Ⓒ had suggested
- Ⓓ has suggesting

When visiting museums, most people take for granted the rooms upon rooms of historic paintings, often hundreds of years old, that _____ carefully preserved for the public's view.

21

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ is
- Ⓑ are
- Ⓒ has
- Ⓓ was

Servals are medium-sized, gold-colored cats covered in darker patterns of stripes and spots. Having a lighter-colored coat with a darker pattern _____ more difficult to spot them.

22

Which choice completes the text so that it conforms to the conventions of Standard English?

- Ⓐ make them
- Ⓑ makes them
- Ⓒ makes it
- Ⓓ make it

The Y-Bridge (named for its distinctive Y-shape) was designed to span the confluence of the Muskingum and Licking rivers. _____ it crosses both rivers, Ripley’s Believe It Or Not once claimed that the Y-Bridge was the only bridge in the world where it was possible to cross and still end up on the same side of the river, and Amelia Earhart once called Zanesville “the most recognizable city in the country” because of the bridge.

23

Which choice completes the text with the most logical transition?

- Ⓐ For
- Ⓑ Because
- Ⓒ While
- Ⓓ When

Chronic traumatic encephalopathy (CTE) is a progressive neurodegenerative brain disease that is largely difficult to diagnose and treat. Indeed, _____ accurate diagnosis can only be done by looking at portions of the brain under a microscope, a true CTE diagnosis can’t be made until an autopsy is done on a deceased sufferer.

Which choice completes the text with the most logical transition?

- Ⓐ since
- Ⓑ and
- Ⓒ also
- Ⓓ in fact

While researching a topic, a student has taken the following notes:

- Ballet traces its history to the Italian Renaissance in the 15th century.
- Catherine de Medici, a native Italian, was queen consort of France in the mid-1500s.
- Catherine de Medici enjoyed ballet, introduced it to the French court, and sponsored large and detailed performances.
- The French court continued to value ballet and King Louis XIV even performed in ballets.
- The world's first ballet school, Académie Royale de Danse, was founded in France in 1661 with the support of King Louis XIV.
- The ballet school introduced the five positions all ballet students still learn today.

The student wants to make a generalization about the early sponsors of ballet. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Ⓐ Catherine de Medici was one of the greatest ballet enthusiasts of all time.
- Ⓑ Some of the same ballet moves that originated in the 1600s are still used today.
- Ⓒ French and Italian royals were significant backers of ballet dance performance.

- Ⓓ Both male and female dancers have been skilled ballet dancers throughout history.

While researching a topic, a student has taken the following notes:

- There are two types of hearing loss: conductive and sensorineural.
- Conductive hearing loss happens when sounds cannot get through, or conduct, to the inner ear.
- Conductive hearing loss can have many causes and sometimes it's a simple cause, such a blockage in the ear canal.
- Sensorineural hearing loss happens when structures in the inner ear are damaged.
- Sensorineural hearing loss also has many causes—two common causes are aging and exposure to loud noises.

26

The student wants to recommend specific measures that people can take to avoid hearing loss. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Ⓐ Conductive hearing loss can result from the blockage of sound in the inner ear.
- Ⓑ To prevent hearing loss, avoid putting objects inside your ear, and cover your ears at loud rock concerts.
- Ⓒ Older people are more susceptible to sensorineural hearing loss since this sort of loss becomes exacerbated with the passage of time.
- Ⓓ Much like with blindness, hearing loss can often be prevented by taking precautionary steps.

While researching a topic, a student has taken the following notes:

- Effective Altruism is an emerging form of charity that evaluates causes through a framework of data and evidence.

- To be a good candidate for Effective Altruism, a problem must be solvable.
- Effective Altruism seeks to use charity money in the most efficient way to do the most good.
- This results in Effective Altruism targeting specific causes that may have previously been overlooked by charitable endeavors.
- Some causes that have benefited from Effective Altruism include the nearing eradication of Guinea worm disease, the treatment of diabetic eye disease in Bangladesh, and cash incentives for completing routine childhood vaccines in Nigeria.

27

The student wants to suggest a charitable cause that would be a good candidate for the approach of Effective Altruism. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- Ⓐ Marching in a local parade to encourage the world to seek out peaceful resolutions to warfare.
- Ⓑ Encouraging museum donors to purchase an additional sculpture for the largest wing of the museum.
- Ⓒ Earning a graduate degree in statistics so that one can more readily evaluate the costs and benefits of certain governmental actions.
- Ⓓ Raising money to remove poisonous lead-based paints from school facilities in an impoverished city.

Section 2, Module 1: Math

35 MINUTES, 22 QUESTIONS

DIRECTIONS ▼

- All expressions and variables use real numbers.
- All figures are drawn to scale.
- Every figure lies in a plane.
- The domain of given functions is the set of all real numbers for which the corresponding value of the function is real.

For **multiple-choice questions**, solve the problem and pick the correct answer from the provided choices. Each multiple-choice question has only one correct answer.

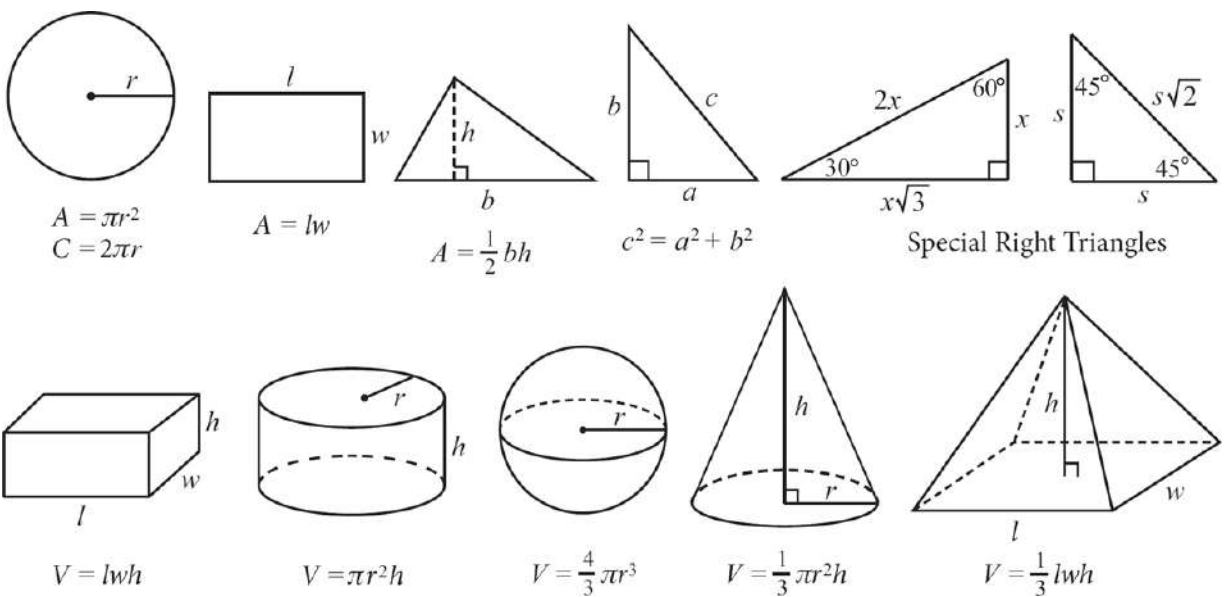
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 - Do not enter **symbols** like a comma, dollar sign, or percent sign.
-

Examples

Answer	Acceptable Entries	Unacceptable Entries That Will Receive Zero Credit
4.5	4.5 4.50 9/2	$4\frac{1}{2}$ 41/2
$\frac{8}{9}$	8/9 .8888 .8889 0.888 0.889	0.88 .88 .89 0.89
$-\frac{1}{9}$	-1/9 -.1111 -0.111	-.11 -0.11

REFERENCE ▼



The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.

1

$$\frac{6}{7} \times \frac{14}{3} = ?$$

- Ⓐ $\frac{1}{3}$
- Ⓑ 4
- Ⓒ $\frac{27}{4}$
- Ⓓ 9

2

If $\frac{2}{3}x - 1 = \frac{1}{6}x + 4$, what is the value of x ?

3

The graph of a line in the x - y plane is totally vertical and has a negative x -intercept. Which of the following could represent a line with these conditions?

- Ⓐ $x = -5$
- Ⓑ $y = -4$
- Ⓒ $y = -x - 2$
- Ⓓ $x = -4y$

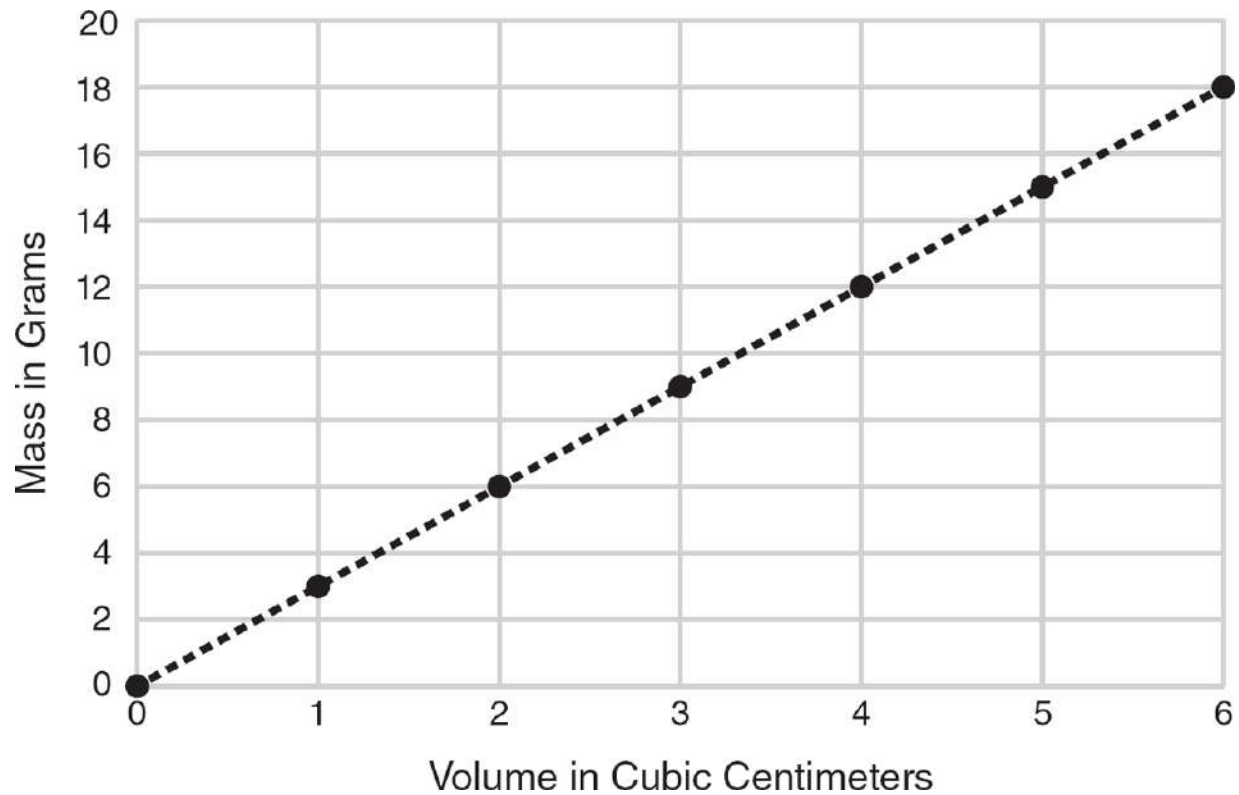
4

If $\frac{x}{4} = 6$, what is $\frac{x}{8}$?

- Ⓐ 3
- Ⓑ 4
- Ⓒ 8

Ⓓ 12

5



What equation represents the relationship between mass, m , and volume, v , in the above graph?

- Ⓐ $v = 3m$
- Ⓑ $m = 3v$
- Ⓒ $m = 6v$
- Ⓓ $v = m + 2$

6

What is the median of this set of numbers?

$\{2, 5, 7, 9, 12, 16\}$

- Ⓐ 7
- Ⓑ 8
- Ⓒ 8.5
- Ⓓ 9

7

There are 3 teaspoons in a tablespoon and 16 tablespoons in a cup. How much of a cup or cups would there be in 12 teaspoons?

- Ⓐ $\frac{1}{12}$ cup
- Ⓑ $\frac{1}{4}$ cup
- Ⓒ 2 cups
- Ⓓ 6 cups

8

The total calories for a particular salad are 1,100. The salad consists of only cheese, vegetables, and dressing. If the total caloric value of the cheese and vegetables is 650, and each packet of dressing used on the salad has 75 calories, how many packets of dressing were used on the salad?

9

If $\frac{x^2}{6} = \frac{x}{2}$, what is the value of x ?

10

Suppose the price of a product is typically p dollars. If a 30% discount is applied to the price, what is the discounted price in terms of p ?

- Ⓐ $0.03p$
- Ⓑ $0.3p$
- Ⓒ $0.7p$
- Ⓓ $1.3p$

11

The equation for gravitational force, F_g , is the following:

$$F_g = G \frac{m_1 m_2}{r^2}$$

G is the gravitational constant, m^1 and m^2 are the masses of objects, and r is the distance between the objects.

How would the gravitational force between two objects change if the distance between the objects doubles while all other quantities remain the same?

- Ⓐ It would be twice the original force.
- Ⓑ It would be four times the original force.
- Ⓒ It would be $\frac{1}{2}$ of the original force.
- Ⓓ It would be $\frac{1}{4}$ of the original force.

12

Pet Owners Who Have Only One Pet

	Dog	Cat	Total
Male	60	40	100
Female	50	38	88
Total	110	78	188

If there were a randomly selected pet owner from the table above, what is the probability that they would be a male cat owner?

- (A) $\frac{40}{188}$
- (B) $\frac{40}{100}$
- (C) $\frac{60}{188}$
- (D) $\frac{40}{78}$

13

A restaurant charges \$5 for a cheeseburger and \$4 for a hamburger. If Connor wants to buy at least 2 of each sandwich and spend a total of between \$20–\$30 (inclusive) on sandwiches, what is a possible value for the number of cheeseburgers Connor purchased?

14

What is y in terms of x in the following inequality?

$$12 < -4x + 6y$$

- (A) $3 + 2x > y$
- (B) $6x - 2 < y$

Ⓒ $\frac{1}{2}x + 3 > y$

Ⓑ $2 + \frac{2}{3}x < y$

15

A particular line is graphed in the xy -plane and uses only real numbers. The line has a positive slope and a positive y -intercept. Which of these points could be on the line?

Ⓐ $(-4, 5)$

Ⓑ $(2, 0)$

Ⓒ $(3, -6)$

Ⓓ $(0, -1)$

16

Triangle ABC has a right angle B . If side AB has a length of 7 units and side BC has a length of 24 units, what is the length in units of side AC ?

17

The function f is expressed as $f(x) = k$ for all values of x , and k is a constant real number. Which of the following must be true?

I. $f(x)$ forms a line.

II. $f(x)$ has a slope of zero.

III. $f(x)$ has a range from $-\infty$ to $+\infty$.

Ⓐ I only

Ⓑ II only

Ⓒ Only I and II

Ⓓ Only II and III

18

In a right rectangular prism, the smallest edge is 2 cm long. The next greatest edge is twice the length of the smallest edge, and the greatest edge is 3 times the length of the smallest edge. What is the surface area of the prism?

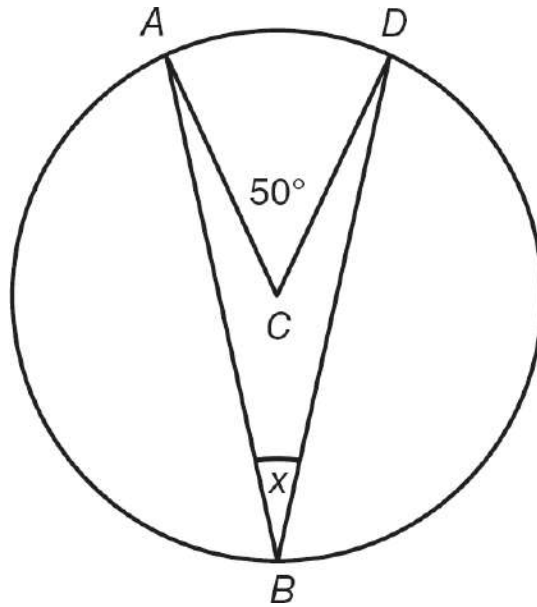
- Ⓐ 6 sq cm.
- Ⓑ 24 sq cm.
- Ⓒ 64 sq cm.
- Ⓓ 88 sq cm.

19

Kamini wants to make money from recycling aluminum cans and glass bottles. Her local government pays her \$0.10 per can and \$0.16 for each bottle. If she wants to earn a total of at least \$100 and has collected a total of 600 cans, what is the minimum number of bottles she would need to collect to reach her goal?

- Ⓐ 250
- Ⓑ 270
- Ⓒ 300
- Ⓓ 420

20



What is the measure in degrees of $\angle X$ given that AB , AC , CD , and DB are straight lines and C is the center of the circle?

21

Jane is watering her garden and spends 5 minutes watering each tree and 2 minutes watering each shrub. If she can spend no more than 30 minutes watering her garden, which inequality represents the number of T trees and S shrubs she can water given these constraints?

- (A) $5T + 2S \geq 30$
- (B) $5T + 2S \leq 30$
- (C) $5 \times T \times S \leq 30$
- (D) $5 > 30 \times T \times S$

22

The price of a video streaming service increases by 15% each year. If the price, P , of the service begins at v dollars, what is the value of the constant c in the following function that models the price of the service t years after it begins?

$$P = vc^t$$

- Ⓐ 0.15
- Ⓑ 0.85
- Ⓒ 1.15
- Ⓓ 1.55

Section 2, Module 2: Math

35 MINUTES, 22 QUESTIONS

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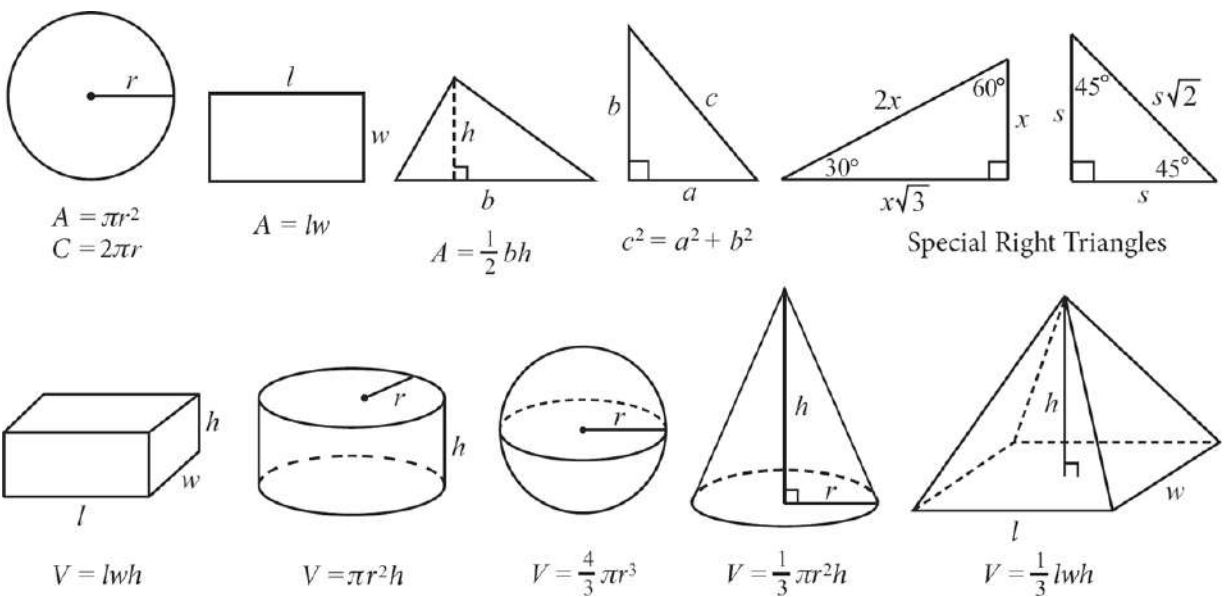
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REFERENCE ▼



The number of degrees of arc in a circle is 360.

The number of radians of arc in a circle is 2π .

The sum of the measures in degrees of the angles of a triangle is 180.

1

Density equals mass divided by volume. If density is graphed as a line with mass corresponding to the y value and the volume corresponding to the x value, what aspect of the function corresponds to the density of the substance?

- Ⓐ slope
- Ⓑ y -intercept
- Ⓒ x -intercept
- Ⓓ domain

2

What is the sum of the following polynomials?

$$5x^3 - x + 4 \quad \text{and} \quad 6x^3 + x^2 - 3$$

- Ⓐ $30x^6 + x^3 - x + 1$
- Ⓑ $30x^3 + 2x^2 + x - 1$
- Ⓒ $11x^3 + x^2 - x + 1$
- Ⓓ $11x^3 - x^2 + x - 1$

3

Which of the following is equivalent to $8^{\frac{1}{3}}$?

- Ⓐ 0
- Ⓑ 1
- Ⓒ 2
- Ⓓ 6

4

$$2x - 3y = 7$$

$$6x + ky = 21$$

For what value of the constant k will the above system of equations have infinitely many solutions?

- (A) -9
- (B) -7
- (C) 2
- (D) 13

5

What is the y -intercept of the graph of the function $y = 2^x - 3$?

- (A) -3
- (B) -2
- (C) 0
- (D) 1

6

Which of the following is an equivalent form of $z = x - y$?

- (A) $z = (\sqrt{x} - \sqrt{y})(\sqrt{x} - \sqrt{y})$
- (B) $z = (\sqrt{x} - \sqrt{y})(\sqrt{x} + \sqrt{y})$
- (C) $z = (\sqrt{x} + \sqrt{y})(\sqrt{x} + \sqrt{y})$
- (D) $z = \frac{(\sqrt{x} + \sqrt{y})}{(\sqrt{x} - \sqrt{y})}$

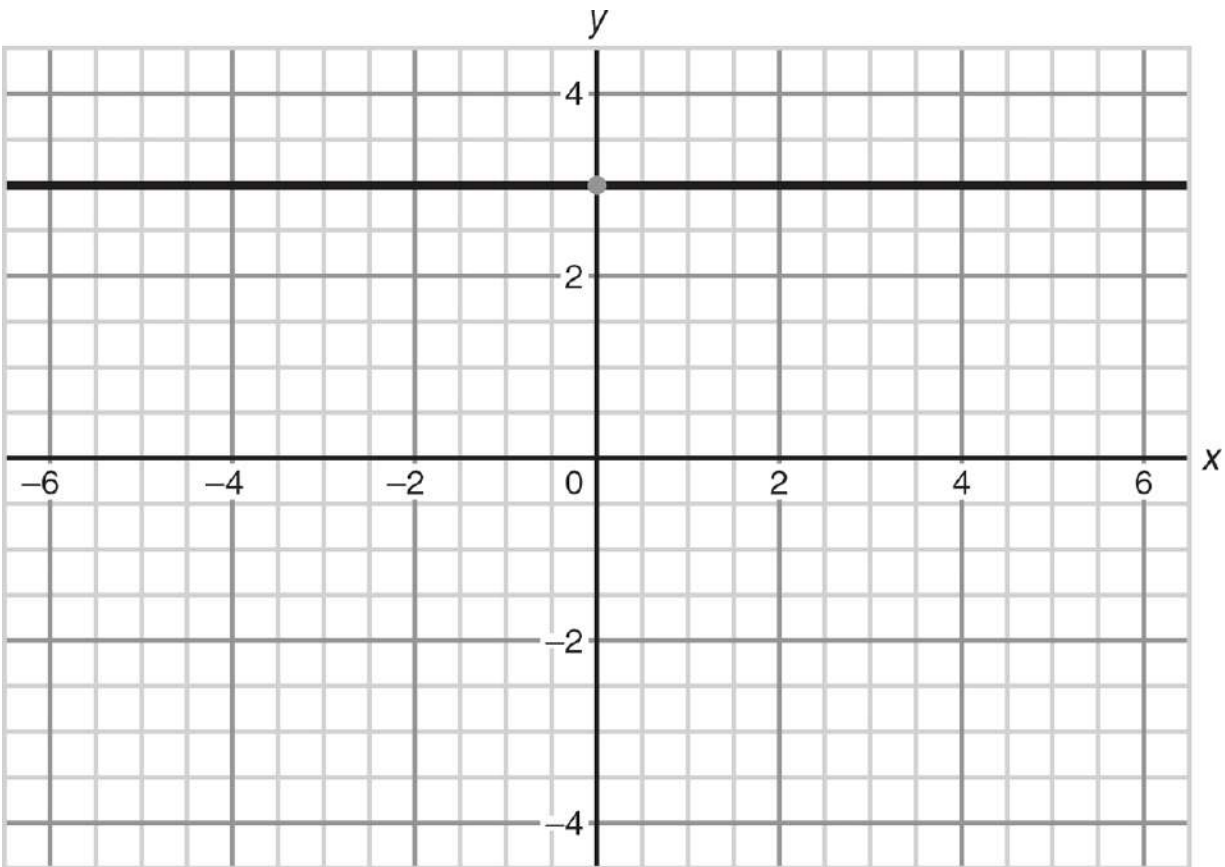
7

If $x + 3 = y$ and $xy = 40$, what is the sum of x and y , given that both x and y are positive?

- (A) 5
- (B) 8
- (C) 13

Ⓓ 15

8



The graph of the above line is portrayed by which of the following equations?

Ⓐ $y = 3$

Ⓑ $y = \frac{1}{3}x$

Ⓒ $y = 3x$

Ⓓ $y = x + 3$

9

$$2a - 3b = 5$$

$$3a - 2b = 10$$

The solution to the above system of equations is (a, b) . What is the value of $a - b$?

10

Due to radiation, the mass of a substance decreases by 0.5% every day. Which type of function would properly model the mass of the substance as the days go by?

- Ⓐ increasing linear
- Ⓑ decreasing linear
- Ⓒ increasing exponential
- Ⓓ decreasing exponential

11

Travel Statistics on Journey from Times Square to Harlem in New York City

	Estimated Time	Distance
Subway	17 minutes	5 miles
Car	19 minutes	4.9 miles
Walk	93 minutes	4.6 miles
Bicycle	33 minutes	5.7 miles

If Sarah took the subway from Times Square to Harlem, what was her speed in miles per hour, to the nearest tenth?

- Ⓐ 0.7 mph
- Ⓑ 3.4 mph
- Ⓒ 17.6 mph
- Ⓓ 204.0 mph

12

If $x + y = 7$ and $x - y = 3$, what is the value of $3x^2 - 3y^2$?

13

Water from the ocean has 3.5% salt, and water from the Dead Sea has 33.7% salt. If someone has 10 gallons of ocean water, how many gallons of water from the Dead Sea (measured to the nearest hundredth of a gallon) need to be added so that the solution has 10% salt?

14

Which of the following is a solution for x in the equation $4x = 2 - 3x^2$?

- Ⓐ $\frac{-3 + \sqrt{10}}{4}$
- Ⓑ $\frac{2 - \sqrt{5}}{3}$
- Ⓒ $\frac{\sqrt{3}}{4}$
- Ⓓ $\frac{-2 - \sqrt{10}}{3}$

15

A function $g(x)$ has values given in the table below:

x	$g(x)$
-3	-1
-2	0
-1	2
0	1
1	0
2	3

Which of the following would be a factor of $g(x)$?

- Ⓐ $(x - 1)(x + 2)$
- Ⓑ $(x - 2)(x + 3)$
- Ⓒ $(x + 1)(x - 2)$
- Ⓓ $(x + 2)(x - 2)$

16

Students at a university were surveyed as to whether they wanted a new library for the university. Out of the 100 students surveyed, 40% said they wanted a new library. What is justifiable based on this information?

- Ⓐ Of the 100 students surveyed, 40 wanted a new library.
- Ⓑ 40% of all people in the university community want a new library.
- Ⓒ Exactly 40 students at the university want a new library.
- Ⓓ No more than 40 university students want a new library.

17

A circle has the equation $(x - a)^2 + (y - b)^2 = 9$, in which a and b are positive constants. What must the values of a and b be in order for all the x and y coordinates of the circle to be greater than zero?

- Ⓐ $a < 9$ and $b > 9$
- Ⓑ $a > \sqrt{3}$ and $b > \sqrt{3}$

- Ⓒ $a > 6$ and $b < 6$
Ⓓ $a > 3$ and $b > 3$

18

$$v_e = \sqrt{\frac{2GM}{r}}$$

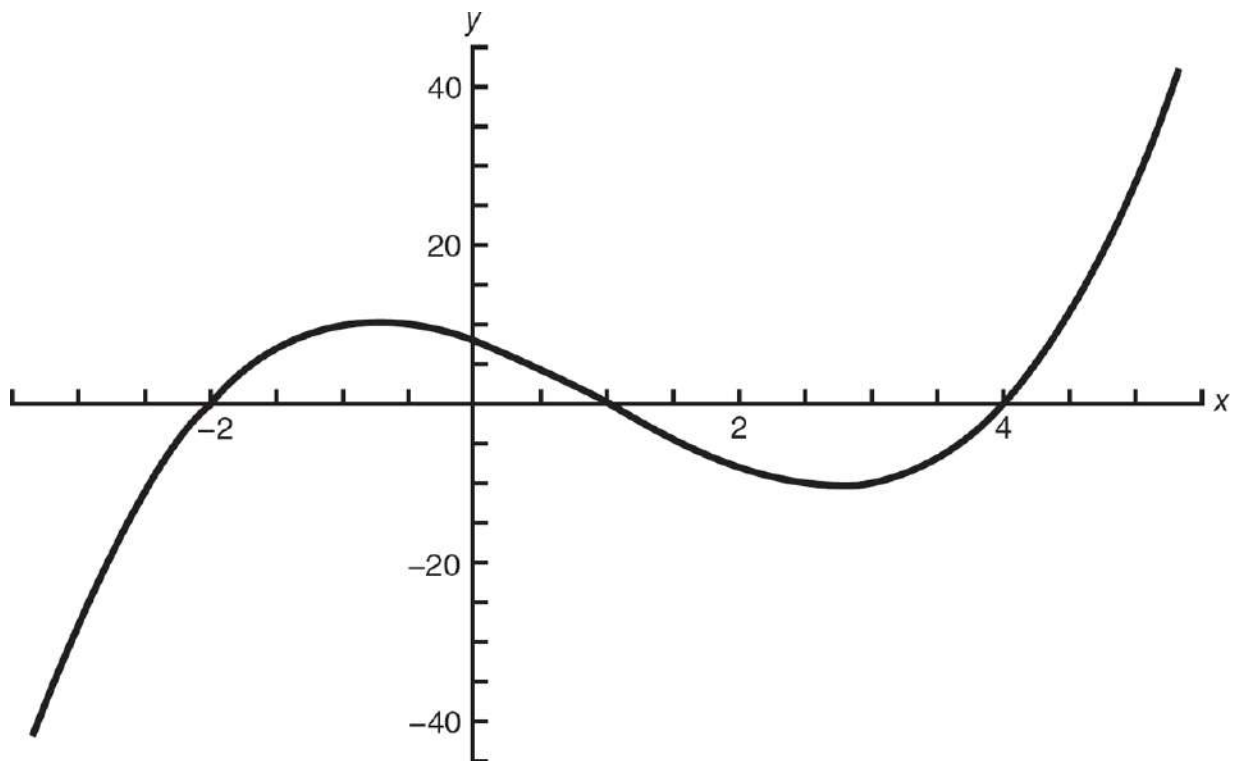
The escape velocity for a given spherical body, like a planet or a star, is given by the above formula, in which G is the gravitational constant, r is the distance from the center of the body's mass to the object, and m is the mass of the spherical body. What is M in terms of the other variables?

- Ⓐ $M = \frac{(v_e)G}{2r}$
Ⓑ $M = \frac{2G}{(v_e)^2 r}$
Ⓒ $M = \frac{(v_e)^2 r}{2G}$
Ⓓ $M = \frac{2r \sqrt{v_e}}{G}$

19

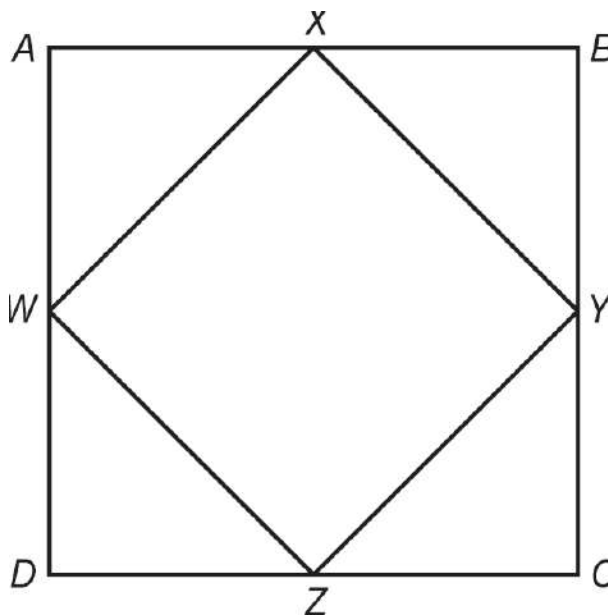
A sphere has a volume of 8 cubic feet. What is the volume in cubic feet of a sphere with twice the radius of the original one?

20



Which equation would portray the function graphed above?

- Ⓐ $y = (x - 2)(x + 4)(x - 1)$
- Ⓑ $y = (x - 4)(x + 2)(x - 1)$
- Ⓒ $y = (x - 4)(x - 2)$
- Ⓓ $y = (x + 1)(x + 2)$



If square $ABCD$ has an area of 36 square units, what is the perimeter of square $WXYZ$ given that each vertex of square $WXYZ$ bisects the side of square $ABCD$ that it intersects?

- Ⓐ 6
- Ⓑ $6\sqrt{3}$
- Ⓒ 12
- Ⓓ $12\sqrt{2}$

22

$$h(t) = -16t^2 + 16t + 10$$

The function above portrays the height, h , of a projectile t seconds after being thrown. Which of the following would be the time in seconds at which the height of the projectile is at its maximum value?

ANSWER KEY

Diagnostic Test

Section 1

Reading and Writing Module 1

1. C
2. C
3. A
4. D
5. C
6. D
7. C
8. D
9. A
10. B
11. A
12. B
13. C
14. A
15. C
16. C
17. B
18. A

19. **D**
20. **A**
21. **C**
22. **C**
23. **A**
24. **C**
25. **A**
26. **B**
27. **B**

Reading and Writing Module 2

1. **B**
2. **A**
3. **B**
4. **D**
5. **D**
6. **A**
7. **D**
8. **B**
9. **B**
10. **C**
11. **C**
12. **A**
13. **A**
14. **B**
15. **A**
16. **D**
17. **A**
18. **A**

19. **C**

20. **B**

21. **B**

22. **C**

23. **B**

24. **A**

25. **C**

26. **B**

27. **D**

ANSWER KEY

Diagnostic Test

Section 2

Math Module 1

1. B
2. 10
3. A
4. A
5. B
6. B
7. B
8. 6
9. 3
10. C
11. D
12. A
13. 2, 3, or 4
14. D
15. A
16. 25
17. C
18. D

- 19. A
- 20. 25
- 21. B
- 22. C

Math Module 2

- 1. A
- 2. C
- 3. C
- 4. A
- 5. B
- 6. B
- 7. C
- 8. A
- 9. 3
- 10. D
- 11. C
- 12. 63
- 13. 2.74
- 14. D
- 15. A
- 16. A
- 17. D
- 18. C
- 19. 64
- 20. B
- 21. D
- 22. 0.5 or $\frac{1}{2}$

Digital SAT Scoring Chart

This will give you an approximation of the score you would earn on the Digital SAT.¹ Tally the number of correct answers from the Reading and Writing section (out of 54) and the Math section (out of 44). Take the total for each of these and find the corresponding section score in the tables below.

Number of Correct Reading and Writing Questions (Out of 54)	Reading and Writing Test Score (Out of 800)
0	200
1	210
2	220
3	230
4	240
5	250
6	260
7	270
8	280
9	290
10	300
11	310
12	330
13	340
14	350
15	360
16	380
17	390
18	400
19	410

20	430
21	440
22	460
23	470
24	490
25	500
26	510
27	520
28	530
29	540
30	550
31	560
32	570
33	580
34	590
35	600
36	610
37	620
38	630
39	640
40	650
41	660
42	670
43	680
44	690
45	700
46	710
47	720
48	730
49	740
50	750
51	760

52	770
53	790
54	800

Number of Correct Math Questions (Out of 44)	Math Section Score (Out of 800)
0	200
1	220
2	230
3	240
4	250
5	280
6	300
7	320
8	340
9	350
10	360
11	380
12	390
13	400
14	410
15	430
16	440
17	450
18	460
19	480
20	490
21	500
22	510
23	520

Number of Correct Math Questions (Out of 44)	Math Section Score (Out of 800)
24	530
25	540
26	550
27	560
28	570
29	580
30	590
31	600
32	610
33	620
34	630
35	650
36	660
37	680
38	690
39	700
40	720
41	750
42	770
43	790
44	800

Add the Reading and Writing section score and the Math section score to find your total SAT test score:

_____ Reading and Writing Section Score +

_____ Math Section Score =

_____ **Total SAT Test Score (between 400 and 1600)**

Approximate your testing percentiles (1st to 99th) using this chart:²

Total Score	Section Score	Total Percentile	Reading and Writing Percentile	Math Percentile
1600	800	99+	99+	99
1500	750	98	98	96
1400	700	94	94	91
1300	650	86	86	84
1200	600	74	73	75
1100	550	59	57	61
1000	500	41	40	42
900	450	25	24	27
800	400	11	11	15
700	350	3	3	5
600	300	1	1	1
500	250	1	1	1
400	200	1	1	1

Test Analysis

Use this guide to determine which skills you should focus on when you review the chapters. As you go through the test, circle the questions you missed. This will let you easily identify the areas in which you need to improve. The test questions that correspond to different skills are organized below.

Reading and Writing Module 1

Reading: Words in Context: 1, 2, 3, 4, 5

Reading: Structure and Purpose: 6, 7

Reading: Central Ideas and Details: 8, 9

Reading: Cross-Text Connections: 10

Reading: Textual Evidence: 11, 12

Reading: Quantitative Evidence: 13
Reading: Inferences: 14
Writing: Number and Tense: 18, 20, 21
Writing: Punctuation: 15, 16, 17, 19
Writing: Sentence Structure and Organization: 22
Writing: Transitions: 23, 24, 25
Writing: Rhetorical Synthesis: 26, 27

Reading and Writing Module 2

Reading: Words in Context: 1, 2, 3, 4, 5
Reading: Structure and Purpose: 6, 7
Reading: Central Ideas and Details: 8
Reading: Textual Evidence: 9, 10, 11
Reading: Quantitative Evidence: 12, 13
Reading: Inferences: 14, 15
Writing: Punctuation: 16, 17, 18, 19
Writing: Number and Tense: 20, 21, 22
Writing: Transitions: 23, 24
Writing: Rhetorical Synthesis: 25, 26, 27

Math Module 1

Algebra: 1, 2, 3, 4, 5, 14, 15, 17
Problem Solving and Data Analysis: 6, 7, 12
Advanced Math: 8, 9, 10, 11, 13, 19, 21, 22
Geometry and Trigonometry: 16, 18, 20

Math Module 2

Algebra: 1, 2, 4, 6, 7, 8, 9
Problem Solving and Data Analysis: 10, 11, 13, 16
Advanced Math: 3, 5, 12, 14, 15, 18, 20, 22
Geometry and Trigonometry: 17, 19, 21

Diagnostic Self-Assessment

Check any areas you feel you need to work on.

Reading

- Reading timing
- Overthinking Reading questions
- Not sure how to think through Reading questions
- Careless errors on Reading questions
- Other issues?

Writing

- Writing timing
- Writing grammar review
- Overthinking Writing questions
- Not sure how to think through Writing questions
- Careless errors on Writing questions
- Other issues?

Math

- Math timing
- Math formula and concept review
- Overthinking Math questions
- Not sure how to think through Math questions
- Careless errors on Math questions
- Other issues?

General

- Test anxiety and testing mindset issues?

Answer Explanations

Section 1, Module 1: Reading and Writing

1. **(C)** “Building” is the most appropriate word in this context to describe the process of accumulating wealth. The other words are all more associated with the physical construction of items and are not used to describe the wealth creation process.
2. **(C)** “Lowers” would be the most appropriate word to describe the monetary value of a neighborhood changing. “Quiets” and “muffles” are typically used with sounds, and “recedes” with erosion or physically moving away from something.
3. **(A)** “Aptitude” refers to natural skill or ability, so this would make sense given the reference to math and science. Choice (B) does not make sense in referring to math and science abilities, and choices (C) and (D) are overly casual given the more formal tone of the text.
4. **(D)** “Avenues” can mean potential “paths” that one could take to becoming a culinary professional—it does not have to mean a literal road. The other options are commonly used to refer to actual roads and do not have the potential double meaning that “avenue” has.
5. **(C)** The eggs are unable to be affected by regular pest control methods, making “impervious” the most appropriate option. The other options would all mean that the eggs could actually be affected by these pest control methods.
6. **(D)** The poem uses language to convey that “fate” will not “impede my steps,” and that the narrator will “rise” and “stride” to show a sense of resolution. Thus, choice (D) makes the most sense. It is not choice (A) because the narrator is taking action instead of giving in to frustration. It is not (B) because the narrator is overcoming obstacles

instead of merely accepting them. It is not (C) because the narrator is using travel metaphorically instead of literally.

7. **(C)** The text states that government leaders will take too long to analyze civil rights problems, declaring that they need to be studied thoroughly, and that only then can some course of action be taken. Therefore, the author suggests that opponents of civil rights progress will use excessive delay to achieve their aims. There is no mention of personal attacks in this text, making choice (A) incorrect. And choices (B) and (D) are incorrect because they are goals that those in favor of civil rights progress would likely seek, not goals of those opposed to civil rights progress.
8. **(D)** The text mentions that Marija knew only the word “job,” and even this word was very difficult for her to learn. Her English fluency, therefore, is “very limited.”
9. **(A)** The text gives blunt language as to how the narrator understands priests in the story: “eyeless” and “sour-favoured” individuals with “suffocated anger.” So, he would describe them as repressing emotions, not celebrating or expressing them. Choice (C) doesn’t work because the narrator thinks the anger is still present, just suffocated. Choices (B) and (D) convey the opposite of the intended meaning.
10. **(B)** Text 1 focuses on the thought process involved in determining interpersonal attraction while only briefly mentioning biological chemicals. Text 2, on the other hand, describes the actual chemistry of the attraction process far more in-depth, mentioning the specific neurotransmitters involved and the brain’s chemical messaging. Therefore, choice (B) makes the most sense. It is not (A) because Text 1 does cite the role of chemicals, although it does not go into detail. It is not (C) because there are three steps mentioned in Text 2. It is not (D) because this would describe Text 1 instead of Text 2.
11. **(A)** The passage states that because plastic is not biodegradable, it can take several hundred years to degrade. Thus, if the plastic from a few

decades ago had been disposed of in the ocean, it is most likely that “nearly all of it would remain.” The other options would suggest a greater degree of plastic biodegradability.

12. **(B)** This selection remarks on America’s general contribution to the world and gives evidence of what Du Bois sees as its attention to “vigor” (strength and determination) and “ingenuity” (inventiveness and insight) over beauty. Choice (A) illustrates the impact the sorrow songs had on Du Bois. Choice (C) discusses how some songs were lost or forgotten. Choice (D) concludes Du Bois’s ideas on the lasting effect and significance of the songs.
13. **(C)** The previous sentence ends by referring to protists, so it is logical that the final sentence of the text would continue this reference. Also, the graph shows that since 1675, approximately 200,000 species of protists have been discovered. It is not (A) because the line for “all species” is greater than that for just “protists,” making it impossible to know how many animal species have been found. It is not (B) because there is no specific evidence in the graph as to the number of experiments conducted. It is not (D) because there is no specific evidence that the line for “all species” is composed of only protists and plants.
14. **(A)** The text refers to Haeckel in very positive terms, citing his many significant accomplishments. Therefore, it is logical to state that he is a historical figure who is worth studying. It is not (B) because Haeckel died in 1919 according to the text. It is not (C) because this is far too negative. It is not (D) because there is no evidence in the text about Haeckel’s literary and poetic accomplishments, so it would not make sense to introduce them here.
15. **(C)** Use a comma to separate the introductory phrase from the complete sentence that follows. A semicolon or colon will not work, as in choices (A) and (B) since there is not a complete sentence beforehand. No comma whatsoever, as in (D), would not allow for a needed pause.

16. **(C)** To be consistent with the use of “we” in the previous sentence, you should use “our.” You can therefore eliminate choices (B) and (D) since they use “their.” You can also eliminate choice (A). It fails to show that the “planet” possesses the “surface” because it lacks an apostrophe followed by an “s.” That leaves you with choice (C) as the correct answer. It properly uses “our” to be consistent with the previous sentence and “planet’s” to demonstrate that the singular planet possesses the surface.
17. **(B)** Do not separate the subject “the great majority of species” from the verb “were recorded.” The other options incorrectly separate the subject from the verb.
18. **(A)** We need a possessive to serve as a stand-in for “quantum superposition,” which is a singular noun. “Its” is the best substitute for quantum superposition’s. Choices (B) and (D) are not possessive, and choice (C) refers to multiple people or things: quantum superposition is one thing.
19. **(D)** “Great Men, by all accounts” is a parenthetical statement. If you remove it from the sentence, the clause still functions well. The general rule with parenthetical statements is that there can be either two commas or two dashes separating the statement from the rest of the sentence. Choice (B) is close, but it starts with a dash and concludes with a comma, which breaks with parallelism.
20. **(A)** “Are” is the only plural verb out of the options. A plural verb is necessary to match with the plural subject of “two of the primary positions.” The other options are all singular verbs.
21. **(C)** “Rose” is the correct past tense version of the verb “rise,” making its use consistent with the other past tense verb in the sentence, “began.” “Rise” is present tense, “risen” is used in conjunction with “have” or “had,” and “rised” is not the proper past tense conjugation for the irregular verb “to rise.”
22. **(C)** Choices (A) and (B) have inverted word order, and choice (D) is too vague. Choice (C) puts the words in a logical sequence and uses

precise wording.

23. **(A)** “While” is the only option that gives a contrast between the first part of the sentence that mentions the nice alignment or contrast of some musical waves and the second part of the sentence that mentions waves that do not align or contrast in a regular fashion. Choices (B), (C), and (D) show a cause-and-effect relationship.
24. **(C)** Choice (C) logically leads to the example that clarifies a type of engineering that deals with a particular type of physical problem. The other options would not lead into a clarifying example.
25. **(A)** “If” sets up a logical relationship between the two parts of the sentence: If the restorationist “art restorer” is not skilled, the result is that the restoration attempt can be a disaster. The other transitions would not set up this logical relationship. Even though “because” and “since” can express cause and effect, they would not work because they would show that this is a definitive situation rather than a possibility.
26. **(B)** The student wants to introduce Robert Frost to an audience unfamiliar with his work. Choice (B) provides a broad description of Frost’s identity and overall style, making it the most effective answer. Choice (A) does not focus on Frost himself. Choice (C) refers to Frost only in passing. Choice (D) does not discuss Frost whatsoever.
27. **(B)** The third bullet implies that it is correcting a misconception by stating “flying squirrels do not actually fly.” Thus, choice (B) does the best job out of these options in correcting this misconception. It is not (A) because there is no indication that this is a misconception. It is not (C) because there is no mention of hunting in the text. It is not (D) because the first bullet states that flying squirrels are “numerous.”

Section 1, Module 2: Reading and Writing

1. **(B)** Vacation is supposed to replenish and relax you, but it had an opposite result. Words like “despised” and “depressed” make it easy to

guess at Jim's condition—he is feeling “dispirited.” “Although” is a contrasting word, so how he feels must contradict his getting to work early and prepared. Choices (A), (C), and (D) are antonyms of what the writer is trying to convey.

2. **(A)** “Value” is synonymous with “worth,” indicating that education has an intrinsic “value” or “worth.” It is not “price” because this would be associated with something that can be bought or sold, not necessarily something that has worth for its own sake. “Principles” and “standard” would not be synonymous with “worth.”
3. **(B)** The text expresses that the fireworks are not intended to be anything harmful, and the intention is instead for them to be patriotic. Going along with the text, “nefarious” would make the most sense since it would convey something that would be ill-intentioned. It is not (A) or (C) because these convey positive feelings. It is not (D) because this would be an apt description of someone's desire to deceive, but not an apt description of the mindset behind detonating fireworks.
4. **(D)** The text expresses that selectivity is needed for chemists to use the products of their reaction, and that the process allows them to separate one product from another. Put another way, the products of the reactions are “isolated,” making choice (D) correct. The other options do not convey a separation of chemical products.
5. **(D)** “Evolving” is used to describe the process by which molecules gradually give off heat in the microwave, so “generating” would best capture this meaning. While the other options do give possible definitions of “evolving,” they do not reflect the process of giving off heat.
6. **(A)** The text addresses the pros and cons of the presidential model, making (A) correct. Choice (B) is not accurate because the parliamentary model is not analyzed in any way like the presidential model. (C) is imprecise because it provides details of the text but does not encompass the perceived disadvantages as well as the benefits.

Choice (D) is wrong because it doesn't give specific examples of countries following this system in the text.

7. **(D)** The text gives possible explanations for why we have not encountered ETI's even if they do exist. There is no evidence as to the author's opinion, as in (A). Choices (B) and (C) are incorrect because neither a recommendation nor suggestion is given in these lines.
8. **(B)** The poem explicitly states "I am called pumpkins," and uses pumpkin imagery like "orange" and "jack-o'-lantern" to convey the identity. The other options are briefly mentioned in passing, but do not have the same supporting evidence as pumpkin does.
9. **(B)** This option shows that the government was structured in such a way that it led to paralysis because the council could not come to a consensus and each nation went its own separate way with decision making. It is not (A) because this identifies a strength, not a shortcoming. It is not (C) or (D) because these choices look at the historical legacy of the Iroquois instead of analyzing their government.
10. **(C)** The text describes a "mutualist" relationship, in which the species help one another. This is most like the oxpecker birds' eating the predatory insects off the backs of zebras, since the oxpeckers are gaining food, and the zebras are being cleaned. Choices (A) and (D) involve relationships only beneficial to one of the species, and choice (B) does not establish a reciprocal relationship with another species.
11. **(C)** This option focuses on how the occupational therapist can establish trust and support, which would be associated with collaboration. Choice (A) focuses on dysfunctional occupations instead of on collaboration. Choice (B) focuses on the replacement of dysfunctional occupations with functional ones but does not highlight collaboration. Choice (D) focuses on what a patient can do on their own to minimize stress but does not integrate the occupational therapist in this process.

12. **(A)** H5N1 and H7N9 have the very highest fatality rates of any of the illnesses presented in the table. However, the case numbers for each of these viruses were only in the hundreds. Other less lethal illnesses in the table causes far greater numbers of infection. These two viruses would therefore provide the most effective support to the virologist's hypothesis that if the flu virus has too high a fatality rate, it will not ultimately cause many cases. The other options do not show such a relationship.
13. **(A)** We can see in the table that men have higher rates of crash involvement than women in every age range. It therefore might be argued that car safety engineers should focus on male safety more as males are the ones who more often need to be saved. This would be against what the researcher believes but could be supported with the data. This makes choice (A) the best option. The text does not discuss age-related safety, so choices (B) and (C) would be incorrect as they do not argue against the researcher. Choice (D) would support the researcher's position, not providing an argument against it, and is therefore incorrect.
14. **(B)** The earlier part of the sentence says that Newlands was "vindicated," which means he was proven correct. Choice (B) would demonstrate that his theory was indeed correct, since his theory suggested that the elements would follow an eight-element pattern. The other options would not demonstrate how Newlands was proven correct.
15. **(A)** The text advocates that doctors should not overprescribe antibiotics so that antibiotic-resistant bacteria will not form. By minimizing over-prescription, the antibiotics have a greater chance of remaining effective for those who most need them, aligning with choice (A). The other options represent outcomes that conflict with the ideas expressed in the text.
16. **(D)** Choice (D) correctly places commas around the parenthetical phrase that clarifies the scientific term. Choices (A) and (B) do not

punctuate around the parenthetical phrase, while (C) uses inconsistent punctuation around the phrase.

17. **(A)** Choice (A) provides a comma between the dependent introductory clause and the independent clause that follows. Choice (B) does not have a complete sentence before the colon. Choice (C) does not have a complete sentence before the semicolon. Choice (D) unnecessarily uses a series of dashes to interrupt the phrasing of the sentence.
18. **(A)** Choice (A) uses a comma both before and after the parenthetical phrase like other grains, correctly setting this clarifying phrase aside. Choice (B) does not have a comma at the end of the phrase. Choice (C) incorrectly uses the plural verb “were.” And choice (D) is inconsistent in the punctuation used before and after the parenthetical phrase.
19. **(C)** Notice the parallelism of listing: as each item in the list has a comma inside the item, it is proper to separate the items using semicolons. Choices (B) and (D) do not have the proper structure. Now notice the comma after each state in the previous items. Choice (A) omits that comma after “Arizona.” Additionally, choice (A) makes use of “it’s,” meaning “it is,” where the correct answer should use the possessive form “its.”
20. **(B)** The subject that corresponds to the verb is the singular word “research.” Choice (B) correctly uses the present tense and a singular verb. Choice (A) is plural, and choice (C) is not in the present tense. While “has” as used in choice (D) would indicate the present perfect tense, the word “suggesting” is the improper conjugation of “to suggest” in the present perfect form.
21. **(B)** “Are” is consistent with the plural subject “paintings” and matches the other verbs by being in the present tense. The other choices are all singular verbs.
22. **(C)** “Makes it” is most appropriate since the sentence is making the declaration that it is more difficult for the servals to be spotted. Also, “makes” is consistent with the singular “having a lighter-colored

coat.” Choices (A) and (D) do not match up numerically with the subject, and (B) would not work in terms of making a declaration.

23. **(B)** This transition refers to the relationship between the first and second clauses in this sentence, where the first clause is the cause, and the second clause is the effect. In essence, “because” of clause one, then clause two. Choice (A) leaves the sentence disjointed and lacking fluidity. Choice (C) is used to introduce simultaneous (but often contradictory) clauses, while (D) is also generally a lead-in for two actions occurring at the same time.
24. **(A)** “Since” is the only option that provides the cause-and-effect transition needed between the fact that a microscopic analysis is needed to do a CTE diagnosis and the need to wait for such analysis until after a patient has died.
25. **(C)** Choice (C) is the only option that makes a generalization about the early sponsors of ballet. Based on the notes, these early sponsors were Italian and French queens and kings. Choices (A) and (B) are too specific, and choice (D) is a generalization about gender representation in ballet as opposed to the early ballet sponsors.
26. **(B)** The notes specifically suggest that causes of hearing loss could be the result of blockage in the ear canal or exposure to loud noises. Choice (B) gives examples of how someone could apply this specific advice to the real world. It is not (A) because this does not give a specific way that someone can avoid hearing loss. It is not (C) because this talks about the population more vulnerable to hearing loss. It is not (D) because it is too vague.
27. **(D)** The student wants to take the information from the notes and come up with a cause that would fit the goals of Effective Altruism. Based on the notes, a cause like this should be solvable, specific, data-driven, and efficient. Raising money to remove poisonous lead-based paints from school facilities in an impoverished city would align with these goals, since it is a problem that could be solved by removing the paint and is highly targeted on a clear objective. It is not (A) because this

sort of goal is overly imprecise. It is not (B) because this is not an overlooked charitable cause since it can reasonably be inferred that the museum already has extensive facilities and art pieces. It is not (C) because this does not specify a cause but instead focuses on the training needed to evaluate a cause.

Section 2, Module 1: Math

1. (B)

$$\frac{6}{7} \times \frac{14}{3} \rightarrow \text{Reduce the 6 and 3} \rightarrow$$

$$\frac{2}{7} \times \frac{14}{1} \rightarrow \text{Reduce the 14 and 7} \rightarrow$$

$$\frac{2}{1} \times \frac{2}{1} = \frac{4}{1} = 4$$

2. (10)

$$\frac{2}{3}x - 1 = \frac{1}{6}x + 4 \rightarrow$$

$$\frac{2}{3}x = \frac{1}{6}x + 5 \rightarrow$$

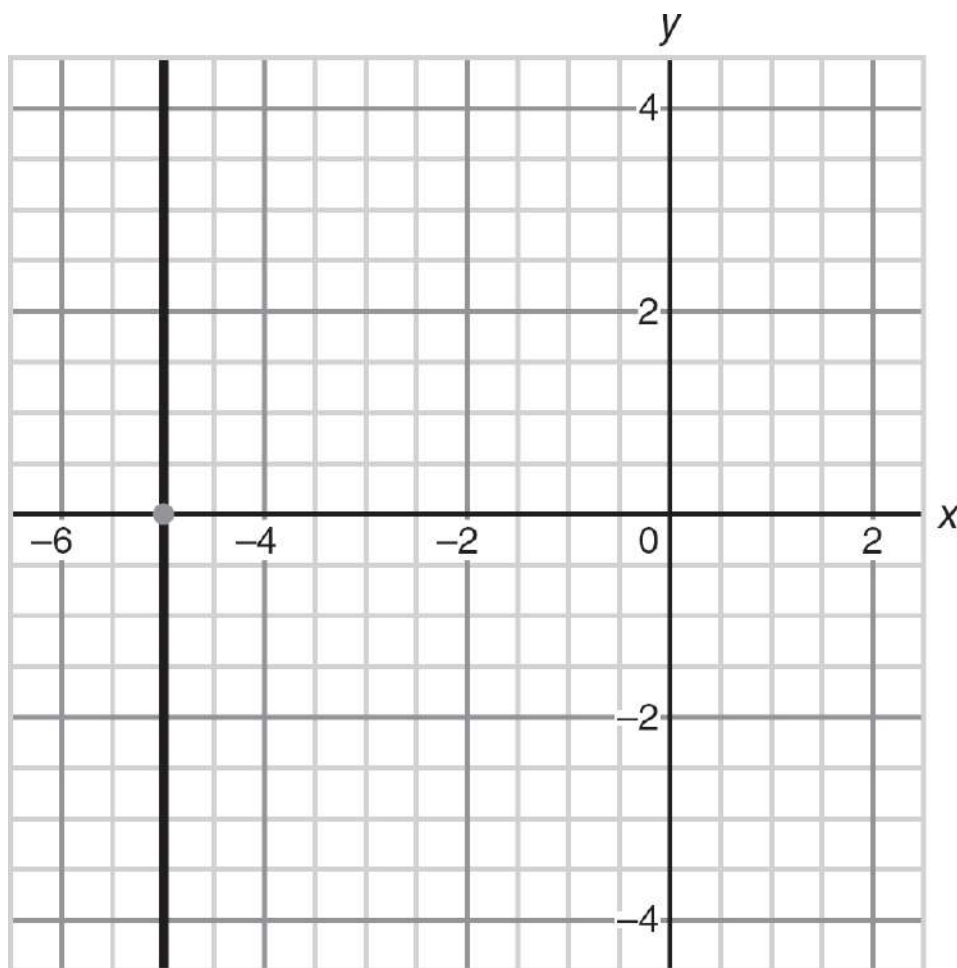
$$\frac{2}{3}x - \frac{1}{6}x = 5 \rightarrow$$

$$\frac{4}{6}x - \frac{1}{6}x = 5 \rightarrow$$

$$\frac{3}{6}x = 5 \rightarrow$$

$$\frac{1}{2}x = 5 \rightarrow x = 10$$

3. (A) For a line to be totally vertical, the line must have a constant value for x . $x = -5$ works because no matter what the value of y would be, the value of x will always be -5 . Here is what $x = -5$ looks like when graphed:



$y = -4$ represents a horizontal line, and the other options are neither horizontal nor vertical.

4. (A)

$$\frac{x}{4} = 6 \rightarrow x = 6 \times 4 \rightarrow x = 24$$

Now that we know $x = 24$, divide 24 by 8 to get the solution:

$$\frac{24}{8} = 3$$

5. (B) Put the equation in slope-intercept form: $y = mx + b$ The y -intercept is 0, and the slope is 3—calculate the slope either by visualizing the rise over the run, or by plugging in points to the slope formula. You can use the points (0, 0) and (2, 6):

$$\text{slope} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{6 - 0}{2 - 0} = 3$$

The mass corresponds to the y value and the v corresponds to the x value. So, the equation will then be $m = 3v$.

6. **(B)** The numbers are already in order from least to greatest. Since there is an even number of terms and the two middle terms are different from one another, take the average of the two middle terms, 7 and 9, to find the median of the set:

$$\frac{7 + 9}{2} = 8$$

7. **(B)** Convert from teaspoons, to tablespoons, and then to cups.

$$12 \text{ teaspoons} \times \frac{1 \text{ tablespoon}}{3 \text{ teaspoons}} \times \frac{1 \text{ cup}}{16 \text{ tablespoons}} \rightarrow$$

$$12 \text{ ~~teaspoons~~} \times \frac{1 \text{ ~~tablespoon~~}}{3 \text{ ~~teaspoons~~}} \times \frac{1 \text{ cup}}{16 \text{ ~~tablespoons~~}} = \frac{12}{3 \times 16} = \frac{12}{48} = \frac{1}{4} \text{ cup}$$

8. **(6)** Subtract the calories of the cheese and vegetables from the total calories for the salad to find how many calories come from salad dressing:

$$1,100 - 650 = 450$$

Now, divide 450 by 75 to find the number of salad dressing packets used:

$$450 \div 75 = 6$$

So, 6 packets of salad dressing were used.

9. **(3)**

$$\frac{x^2}{6} = \frac{x}{2} \rightarrow \text{Divide both sides by } x \rightarrow$$

$$\frac{x}{6} = \frac{1}{2} \rightarrow x = \frac{6}{2} \rightarrow x = 3$$

10. **(C)** If there is a 30% discount, the new price of the product is $100\% - 30\% = 70\%$ of the original price. Since the original price is p , take 70% of p . Move the decimal point on 70 to the left two spots, giving you 0.7. Then multiply it by p for the solution: $0.7p$.
11. **(D)** Distance is represented by r in the equation. Double the r to see how the overall force would change:

$$F_g = G \frac{m_1 m_2}{r^2} \rightarrow \text{Double the } r \rightarrow$$

$$F_g = G \frac{m_1 m_2}{(2r)^2} = G \frac{m_1 m_2}{4r^2}$$

So, the force would change such that it is of the original force.

12. **(A)** There are a total of 188 people in the table. Out of these 188, there are 40 male cat owners. So, divide 40 by 188 to get the probability that a randomly selected pet owner would be a male cat owner: $\frac{40}{188}$
13. **(2, 3, or 4)** Any one of these numbers would work as a solution. This is easiest to solve by plugging in some possible numbers. If Connor purchases 2 cheeseburgers for \$10, he will need to purchase 3, 4, or 5 hamburgers to be within the \$20–\$30 range. If Connor purchases 3 cheeseburgers for \$15, he will need to purchase 2, 3, or 4 hamburgers to be in the range. If he purchases 4 cheeseburgers for \$20, he could purchase 2 hamburgers to be in the range. And if he purchases more than 4 cheeseburgers, he will fall outside the range since he must purchase at least 2 hamburgers.
14. **(D)**

$$12 < -4x + 6y \rightarrow$$

Divide everything by 2 to simplify:

$$6 < -2x + 3y \rightarrow$$

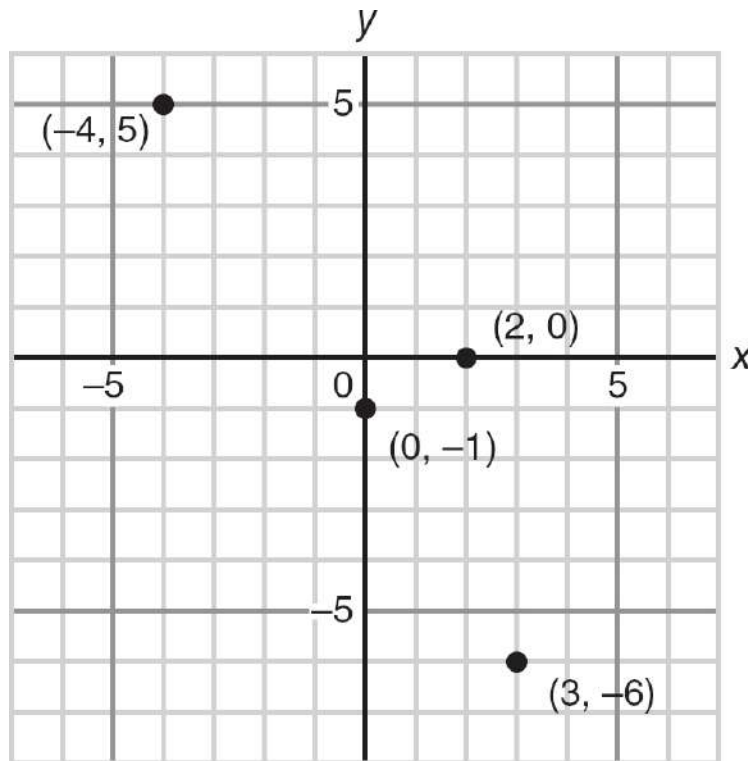
Get y by itself $\rightarrow$

$$6 + 2x < 3y \rightarrow$$

Divide both sides by 3 $\rightarrow$

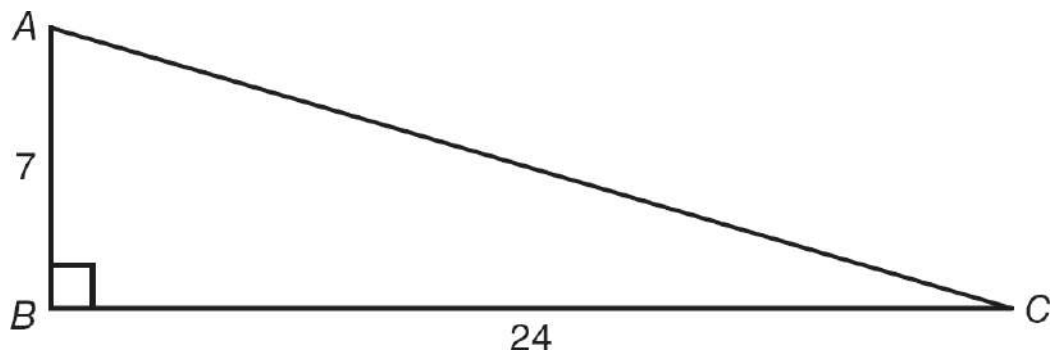
$$2 + \frac{2}{3}x < y$$

15. (A)



Given that the line has both a positive slope and a positive y -intercept, the line must be above the x axis for values of x greater than 0. So, choices (B), (C), and (D) will not work since they would fall on or underneath the x -axis for values of x greater than 0. Choice (A) would work because it is already above the x -axis even when it has a negative value for x . A line with the point $(-4, 5)$ could continue with a positive slope to also have a positive y -intercept.

16. (25) The triangle can be drawn as follows:

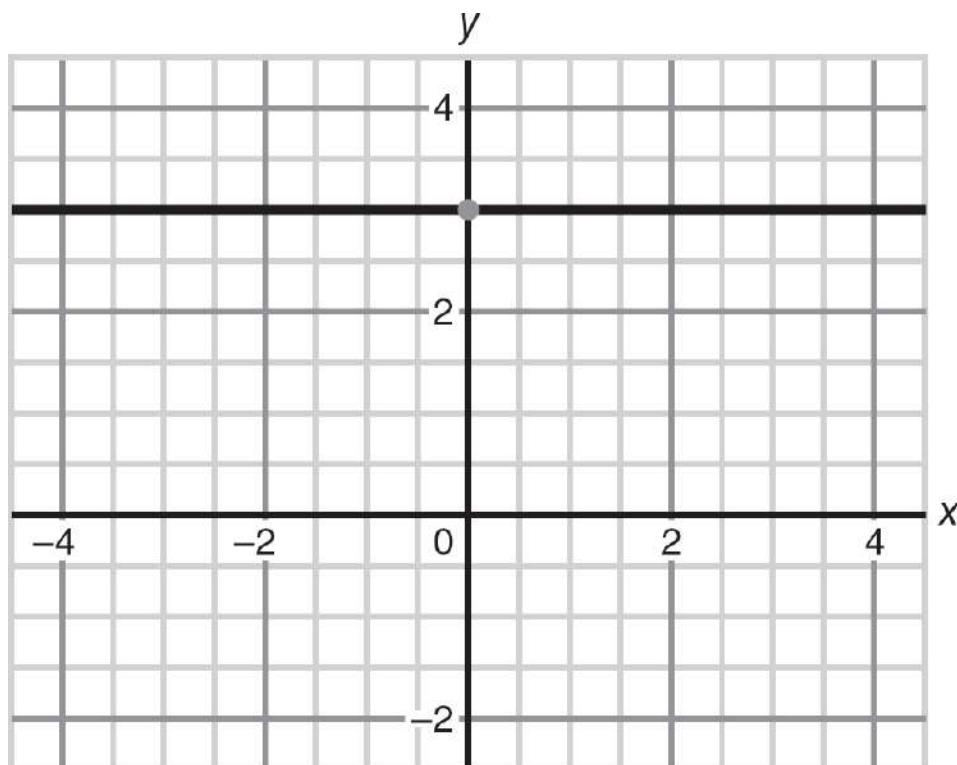


Solve for the unknown side by using the Pythagorean theorem:

$$\begin{aligned}a^2 + b^2 &= c^2 \rightarrow \\7^2 + 24^2 &= 625 = c^2 \rightarrow \\\sqrt{625} &= 25 = c\end{aligned}$$

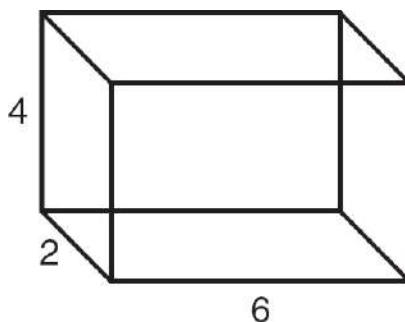
So, the side $AC = 25$. Alternatively, you can recognize that this is a Pythagorean triple that you could have memorized: 7–24–25.

17. **(C)** Plug in a number for k to visualize the situation. Suppose that k is equal to 3. Then, the function would be $f(x) = 3$. The function would look like this:



Condition 1 fits since the function is a line. Condition 2 fits since the function is flat and has a slope of zero. Condition 3 does not fit because the *domain* (corresponds to x values) goes from positive to negative infinity, but the *range* (corresponds to y values) is only 3. So, just conditions 1 and 2 will apply.

18. **(D)** The smallest edge is 2 cm, the next greatest edge will be 4 cm, and the greatest edge will be 6 cm. The prism will look like this:



There are two sides with dimensions 2×4 , two sides with dimensions 4×6 , and two sides with dimensions 2×6 . So, add these surfaces

areas together to find the total surface area of the prism:

$$\begin{aligned}2(2 \times 4) + 2(4 \times 6) + 2(2 \times 6) &= \\2(8) + 2(24) + 2(12) &= \\16 + 48 + 24 &= 88\end{aligned}$$

19. **(A)** Use a as the number of aluminum cans and g as the number of glass bottles to create an inequality expressing that the total money made is at least \$100.

$$0.1a + 0.16g \geq 100$$

Then, substitute 600 in for a , since we know that she has collected 600 cans, and solve for g :

$$\begin{aligned}0.1(600) + 0.16g &\geq 100 \rightarrow \\60 + 0.16g &\geq 100 \rightarrow \\0.16g &\geq 40 \rightarrow \\g &\geq \frac{40}{0.16} \rightarrow \\g &\geq 250\end{aligned}$$

So, the least possible value for the number of bottles would be 250.

20. **(25)** $\angle X$ is an inscribed angle that is across from an intercepted arc that measures 50 degrees. The rule is that an inscribed angle is half the length of the intercepted arc, so take half of 50 to get 25 degrees. You could also estimate this value from the drawing since the figure is drawn to scale.
21. **(B)** The number of minutes spent watering each tree is 5, and the number of minutes water each shrub is 2. So, find the total number of minutes spent watering the sum of the plants by multiplying the number of each plants by the amount of time each plant type is watered:

$$5T + 2S$$

This total must be no more than 30 minutes, meaning it can be less than or equal to 30 minutes. Putting this all together, you have this expression:

$$5T + 2S \leq 30$$

22. **(C)** Use the formula for compound interest:

A = Future Value

P = Initial Value (Principal)

r = Interest Rate Expressed as a Decimal (r is positive if increasing, negative if decreasing)

t = Time

n = Number of Times Interest is Compounded over Time Period t

$$A = P \left(1 + \frac{r}{n} \right)^{nt}$$

Applying this formula to the problem, v would be the initial value, and t would be the number of years. The constant c corresponds to the part in parentheses: $1 + \frac{r}{n}$. Since the price increases 15% each year, the number of times that it is compounded is just one. So, turn 15% into a decimal to determine what will equal:

$$1 + \frac{r}{n} \rightarrow 1 + \frac{0.15}{1} = 1.15$$

So, the constant c will equal 1.15.

Section 2, Module 2: Math

1. **(A)** Since the slope is defined as the change in y divided by the change in x , and since the mass corresponds to the y value and the v corresponds to the x value, the slope will equal the density of the substance.
2. **(C)**

$$\begin{aligned}
 (5x^3 - x + 4) + (6x^3 + x^2 - 3) &= \\
 (5x^3 + 6x^3) + x^2 - x + (4 - 3) &= \\
 11x^3 + x^2 - x + 1 &
 \end{aligned}$$

3. **(C)** $8^{\left(\frac{1}{3}\right)} \rightarrow \sqrt[3]{8} = 2$

4. **(A)** For the equations to have infinitely many solutions, the two equations should be multiples of each other.

$$2x - 3y = 7$$

$$6x + ky = 21$$

The second equation is three times that of the first equation, since 21 is three times 7 and 6 is three times 2. So, k should be three times -3 , which is -9 .

5. **(B)** The y -intercept is the point at which the function intersects the y -axis—the value of x at this point must be 0. So, plug 0 in for x to the equation to solve for the y -intercept (keep in mind that a number to the zero power is equal to 1):

$$y = 2^x - 3 \rightarrow y = 2^0 - 3 \rightarrow 1 - 3 = -2$$

6. **(B)** Choice (B) is the only option that will eliminate terms when it is simplified, allowing it to look like $z = x - y$:

$$\begin{aligned}
 (\sqrt{x} - \sqrt{y})(\sqrt{x} + \sqrt{y}) &\rightarrow \text{FOIL the expression} \rightarrow \\
 (\sqrt{x})(\sqrt{x}) + (\sqrt{x})(\sqrt{y}) - (\sqrt{y})(\sqrt{x}) - (\sqrt{y})(\sqrt{y}) &= \\
 x + \cancel{(\sqrt{x})(\sqrt{y})} - \cancel{(\sqrt{y})(\sqrt{x})} - y &= \\
 x - y &
 \end{aligned}$$

You could also think about the above calculation as the difference of squares: after *FOILING* the expression, the outer and inner terms cancel, leaving you with just the first and last terms.

7. **(C)** Start by substituting $x + 3$ in for y to the second equation:

$$x(x + 3) = 40$$

Now, solve for x :

$$\begin{aligned}x(x + 3) &= 40 \rightarrow \\x^2 + 3x &= 40 \rightarrow \\x^2 + 3x - 40 &= 0 \rightarrow \\(x + 8)(x - 5) &\rightarrow \\x &= -8 \text{ or } 5\end{aligned}$$

Since the question states that both x and y must be positive, use 5 as the value of x . Then, plug 5 in to the first equation to solve for y :

$$x + 3 = y \rightarrow 5 + 3 = 8 = y$$

Now, find the sum of x and y by adding their values together:

$$8 + 5 = 13$$

8. **(A)** The line is horizontal, with every value of x giving the same value of y : 3. So, the equation of the line is $y = 3$.
9. **(3)** Notice a pattern here—if you add the two equations together, you will be able to simplify the expression so that you can solve for $a - b$.

$$\begin{array}{r}2a - 3b = 5 \\+ \quad 3a - 2b = 10 \\ \hline 5a - 5b = 15\end{array}$$

Then, divide the whole equation by 5, and you will have the needed expression:

$$\frac{5a - 5b = 15}{5} \rightarrow a - b = 3$$

Thus, $a - b$ is equal to 3.

10. **(D)** You can eliminate choices (A) and (C) since the mass is going down. And you can eliminate choice (A) because the mass is not decreasing at a steady, linear rate. So, the answer is (D) because the mass is both decreasing and doing so at an exponential rate.

11. **(C)** Sarah traveled 5 miles for 17 minutes. So, convert 5 miles per 17 minutes to miles per hour:

$$\frac{5 \text{ miles}}{17 \text{ minutes}} \times \frac{60 \text{ minutes}}{1 \text{ hour}} = 17.6 \text{ miles/hour}$$

12. **(63)** Since $(x + y)(x - y) = x^2 - y^2$, substitute 7 and 3 in for these expressions and multiply the product by 3 to arrive at the answer:

$$3x^2 - 3y^2 = 3(x + y)(x - y) = 3(7)(3) = 63$$

13. **(2.74)** Set up an equation that uses x as the number of gallons of Dead Sea water that would be needed to add to the 10 gallons of ocean water to get water with a percent of salt at 10%. The 3.35% is expressed as 0.035 and the 33.7% is expressed as 0.337 since you move the decimal point to the right two spots when calculating percentages. The $10 + x$ represents the total number of gallons.

$$0.035 \times 10 + 0.337x = .1(10 + x) \rightarrow$$

$$0.35 + 0.337x = 1 + 0.1x \rightarrow$$

$$0.337x = .65 + 0.1x \rightarrow$$

$$0.237x = 0.65 \rightarrow$$

$$x = \frac{0.65}{0.237} = 2.74$$

14. **(D)** Looking ahead to the format of the answers, it appears that the quadratic formula will be used to solve for this. Start by putting the equation in quadratic form:

$$4x = 2 - 3x^2 \rightarrow$$

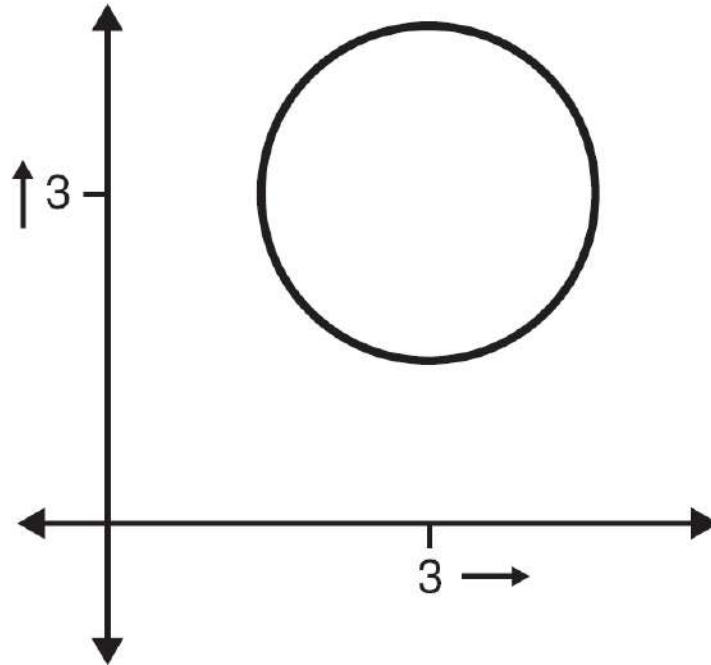
$$3x^2 + 4x - 2 = 0$$

Now, use the quadratic equation to solve for x :

$$\begin{aligned}
 x &= \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \rightarrow \\
 3x^2 + 4x - 2 &= 0 \rightarrow \\
 a &= 3, b = 4, c = -2 \\
 x &= \frac{-4 \pm \sqrt{4^2 - 4(3)(-2)}}{2(3)} \rightarrow \\
 x &= \frac{-4 \pm \sqrt{16 + 24}}{6} \rightarrow \\
 x &= \frac{-4 \pm \sqrt{40}}{6} = \frac{-4 \pm \sqrt{4 \times 10}}{6} \rightarrow \\
 x &= \frac{-4 \pm 2\sqrt{10}}{6} = \frac{-2 \pm \sqrt{10}}{3}
 \end{aligned}$$

Out of the two solutions, $\frac{-2 - \sqrt{10}}{3}$ is the only one given, making (D) correct.

15. **(A)** Factors of the function can be found at the x -intercepts. Look for the x values where $g(x)$ is equal to 0: -2 and 1 . Then, see which option would make it so that plugging these two numbers in would result in a value of 0. The only option is choice A. $(x - 1)(x + 2)$
16. **(A)** Since we do not know if the students who participated in the survey were randomly selected, we can only reasonably generalize as to the opinions of those who participated in the survey. So, we can justify the statement that out of the 100 students surveyed, 40 wanted a new library. It is not (B) because we cannot generalize as to the opinions of all university community members based on this non-randomized sample. And it is not (C) or (D) because these options confuse the sample percentage with the number of students.
17. **(D)** The radius of the circle will be 3 since the square root of 9 is 3. So, the values of a and b must each be greater than 3 so that all the coordinates of the circle will be greater than zero—this will place the circle in the first quadrant, as modeled in the graph below:



18. **(C)** Manipulate the equation so that M is isolated.

$$v_e = \sqrt{\frac{2GM}{r}} \rightarrow \text{Square both sides} \rightarrow$$

$$(v_e)^2 = \frac{2GM}{r} \rightarrow \text{Get } M \text{ by itself} \rightarrow$$

$$\frac{(v_e)^2 r}{2G} = M$$

19. **(64)** Write an equation for the original sphere:

$$V = \frac{4}{3}\pi r^3 \rightarrow$$

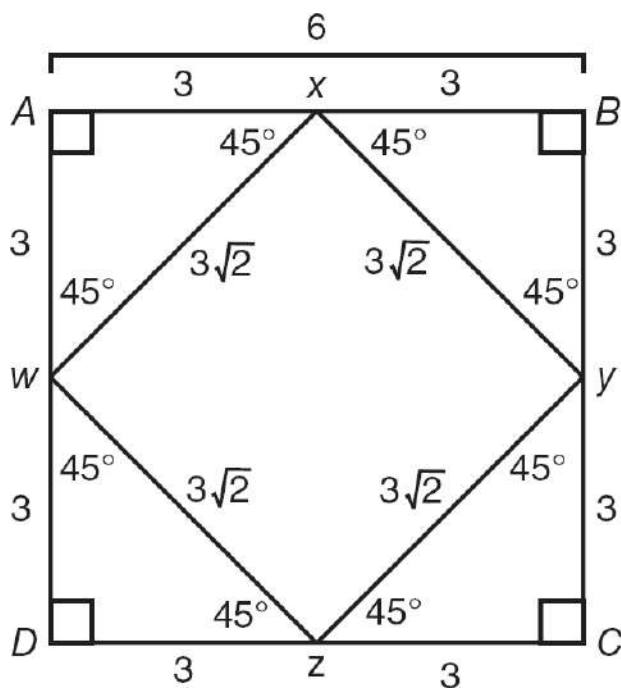
$$8 = \frac{4}{3}\pi r^3$$

A sphere with a radius of twice this original one would have a radius of $2r$. Calculate the value of this new sphere in terms of r :

$$V = \frac{4}{3}\pi(2r)^3 = \frac{4}{3}\pi(8r)$$

So, the volume of the new sphere is 8 times the volume of the original sphere: $8 \times 8 = 64$ cubic feet.

20. **(B)** The graph of the function intersects the x -axis at -2 , 1 , and 4 . So, see which equation would have those as zeros, i.e., plugging in these numbers would cause the value of the function to equal zero. The only one that has all three of these numbers as zeros is $y = (x - 4)(x + 2)(x - 1)$
21. **(D)** Since the area of the square is 36 square units, the length of each side will be the square root of 36: 6. Label the drawing to visualize the side lengths and notice that 45-45-90 triangles are inscribed in the larger square, since each side is bisected by a vertex of the inner square.



Add the four sides of square $WXYZ$ to find its perimeter:

$$3\sqrt{2} + 3\sqrt{2} + 3\sqrt{2} + 3\sqrt{2} = 12\sqrt{2}$$

22. **(0.5. or $\frac{1}{2}$)** Solve for the vertex of the parabola, since at that point the projectile will reach its maximum. Use the formula $\frac{-b}{2a}$ to find the time at which it will reach its maximum. The function $h(t) = -16t^2 + 16t + 10$ is already in quadratic form, so you can see the values needed for a and for b . Use -16 for a and 16 for b :

$$\frac{-b}{2a} \rightarrow \frac{-(-16)}{2(16)} = \frac{16}{32} = \frac{1}{2}$$

¹ Keep in mind that some of the questions on an actual SAT test will be research questions that will not count towards your actual score. For the sake of simplicity, we are including possible research questions in your calculation.

² Scoring Data based on information at collegeboard.org

PART 3

Reading



Reading for the Digital SAT

Overview of the SAT Reading Modules

The SAT Reading tests your ability to analyze reading passages, appropriately use vocabulary, and determine supporting evidence in a wide variety of texts: fiction, historical documents, poetry, natural science, social science, drama, and more. No matter your choice of college major or career, it will be important to be skilled in interpreting written material and graphics. While you will not need any specific background knowledge of the passage topics, the more widely and deeply you have read, the easier the SAT Reading questions will be for you.

SAT Reading Structure

Here is the breakdown of the adaptive testing modules:

SAT Reading and Writing Modules	
Reading and Writing One	32 Minutes, 27 Questions, Standard Difficulty
Reading and Writing Two	32 Minutes, 27 Questions, Adaptive Difficulty (easier or harder questions depending on how you did on the first Reading/Writing section)

- Reading and Writing texts are no longer than 150 words.
- Each text has just one question accompanying it.
- The reading questions come first within each module, followed by the writing questions.
- Approximately 29 of the 54 total SAT Reading and Writing questions are reading ones.

- Out of these roughly 29 questions, the specific reading question types are likely to be in this order and allocated as follows (based on the released SAT tests from College Board):

Question Type	Likely Percentage of Reading Questions	Example
Words in Context	34%	Which choice completes the text with the most logical and precise word or phrase?
Structure and Purpose	12%	Which choice best states the main purpose of the text?
Cross-Text Connections	3%	Based on the texts, how would the researcher in Text 2 most likely describe the view of the theorists presented in Text 1?
Central Ideas and Details	11%	Which choice best states the main idea of the text?
Quantitative Evidence	11%	Which choice most effectively uses data from the table to complete the example?
Textual Evidence	17%	Which quotation from the text most effectively illustrates the claim?
Inferences	12%	Which choice most logically completes the text?

- **Within each of the above question types, the difficulty of the questions will generally progress from easy to hard.** For example, the Words in Context questions will gradually become more difficult and then when you start the Structure and Purpose questions, the difficulty will again progress from easy to hard, and so on. This ordering of the questions is helpful for you as a test-taker, since you will get used to a particular question style before taking on the more difficult questions of that type.

General SAT Reading Strategies

1. Realize that the SAT is not the type of test you are used to. If you approach the SAT Reading section in the same way you approach a school-based assignment that assesses text recall, you will have some major difficulty. Here are some fundamental differences in how you should tackle typical tests and the SAT Reading:

Typical School-Based Reading Tests	SAT Reading
The tests are almost always closed-book , so you need to read and reread to be certain you remember everything that might be tested.	The SAT is open-book —you don’t have to know anything ahead of time or memorize the text. You can go back to the text as often as you need.
Test questions are often about specific facts , so it is vital that you memorize details and definitions as you read.	Test questions are more often about inference, purpose, and big ideas , so focus on general paraphrasing instead of specific memorizing.
Occasionally, there are mistakes on a test with a couple of right answers to a question. It is easy for a question to be thrown out if there is an error.	SAT questions are very well written, and there will be just one correct answer to each question. The College Board does not want to throw out the results for hundreds of thousands of test-takers, so they invest tremendous resources into ensuring that the questions have answers that are 100% correct.

If you have told yourself that you are “a bad test-taker,” ask yourself . . . “Am I taking the SAT in the same way I take a school-based test?” If so, the problem is not with you but with your strategy.

2. Do not rush. A major shift in the Digital SAT is to make it an easier test to complete within the time constraints. Most test-takers will find that the SAT Reading questions are quite manageable to complete.

3. Read at a steady pace, at about 100–120 words per minute. 100–120 words per minute is approximately the pace at which most students talk, so reading in this way is very doable. There is no need to skim or speed-read.

4. Take approximately 70 seconds on average for each question in the Reading and Writing section.

Use the countdown clock embedded in the testing program to manage your time. You can have the countdown clock visible or hidden throughout the test, except for the last five minutes of the module when it will automatically display. You can hide the clock if you find it distracting or leave it open if you find it helpful.

You will likely do your best if you use the full amount of time to read the texts well and think through the questions carefully. There is no prize for finishing early. In fact, if you find yourself finishing the SAT Reading and Writing modules with time to spare, you may want to try reading the more challenging texts a couple of times before attempting the questions. Re-reading can be particularly helpful with texts like poetry where the meaning is often quite subtle.

If you do have difficulty finishing the SAT Reading and Writing, you can pick your battles by focusing on just those questions that come to you most easily (perhaps the words in context and inferences since they are typically shorter) and guessing on the questions you do not have time to attempt, since there is no guessing penalty.

5. Come back to questions if needed. You can flag questions in the testing program, making it easy to revisit the questions that you skipped. If you become stuck on a question, come back to it so that you can allow your subconscious mind to process the possibilities. Once you come back to the question with fresh eyes, you will often surprise yourself at how well you can think through it at that point.

If you know that the reading questions are more difficult for you than the grammar questions in the same testing module, you could do the grammar questions first and save the reading questions for later. You could also save some of the more challenging categories of reading questions to do later, since the questions progress in a predictable order. Recognize that you are in control of the order that you answer questions within the testing module, so answer them in the order that best suits you.

6. You may want to read the question before reading each text. Since each reading text has just one question that accompanies it, you may find it easier to focus on what you need to look for if you read the question before reading the text. This could be especially helpful on questions that ask you

to focus on something more specific in the text: words in context, text structure and purpose, and textual evidence. On questions that involve determining the meaning of the passages in a more general way—central ideas and details, inferences, and cross-text connections—you may want to go ahead and read the passage before doing the questions. Starting with the questions before reaching each text can be especially helpful for students in these situations:

- Students who have a hard time focusing on the text may find previewing the questions helpful. They will get a sense of what things they should focus on while reading the passage.
- Students who overthink the reading because they want to memorize all the details also may want to review the question beforehand. Knowing what they will be asked about might help them relax while reading, enabling them to focus on the big picture instead of trying to remember every fact and figure.

7. Focus on the overall meaning of the text(s) as you read. You should be able to restate the “gist” of what you have read—don’t worry about memorizing details from the passage. Before each text, there may be a brief summary of the author, text source, and authorship date that will give you some information about what you are about to read. Be sure to read this summary before reading the actual passage, as it will help you preview the general meaning of what follows. If any of the topics are unfamiliar or the passage language seems too lofty, don’t be alarmed. If you carefully read the passages, you will have the information necessary to answer the questions well—the SAT makers do not expect you to be a master of all potential topics and potential writing styles.

8. Read the text actively, not passively. It is easy to let yourself become distracted or bored when reading a text, such that while your eyes may be moving across the page, your mind is somewhere else. Keep this from happening by doing the following:

- *Ask questions about the text.* The more you ask yourself questions as you read, the easier it will be to answer the question you are asked.

Previewing the question before reading can help you if you struggle with generating your own questions as you read.

- ***Make connections to the text topic.*** Just as you would try to find something in common with someone you just met to get to know them, see what experiences or knowledge you have that can relate to the topic.
- ***Make predictions about what may come next.*** Try to anticipate where a story or an argument is headed, then see if you are correct as you read further. Look at the introductory information about a text to make predictions before even starting. On comparative texts, consider the argument in the first text to make an educated guess about what the second text may argue before you read it.
- ***Catch yourself if you begin to lose focus.*** If you read the first couple of sentences and they didn't sink in, give the beginning another quick read. Don't allow yourself to get halfway through the text having no idea what is going on.
- ***Paraphrase the text.*** The more comfortable you are putting the message of the text in your own words as you read, the easier it will be for you to answer questions that ask you to paraphrase and analyze the selection.
- ***Make notations to stay engaged with the passage.*** You can annotate the text in the testing application, and you will likely have scrap paper available on which you can make notes. While you do not need to take detailed notes as you would if you were preparing for a big test in school, in which you would have to read lots of material over a longer period, some small notations and highlights may help you keep your focus.
- ***You will only need the information that is provided.*** While having background knowledge about the reading topic can be helpful, everything you need to understand the text is right in front of you. If you read it actively, you will be in excellent shape to answer the question.
- ***Take mini-breaks to maintain focus.*** Rather than rushing to the end of the Reading and Writing module, take a break every few questions

to let your mind wander for a few seconds so you can maintain your attention throughout the test.

Think of active reading like active listening. In your school classes, you will get much more out of the teacher’s lecture if you connect to what they are saying and ask questions about the topic. You will be much better prepared for the test if you are mentally active, not mentally passive, just mindlessly copying down notes while your mind is on other topics.

9. Adjust how you read based on the type of text. Fiction and poetry are structured very differently from non-fiction arguments. Change the way you approach each text to maximize comprehension.

Type of Text	Types of Questions to Ask to Read Actively
Fiction	Which character is speaking right now?
	What is the sequence of events? Are there any flashbacks?
	What emotions are being expressed in the story?
Poetry	Who is the intended audience?
	Does any of the language have symbolic meaning?
	How does the author or narrator seem to be feeling?
Science (Social and Natural)	Is this an argumentative text, and if so, what is their argument?
	Is this a presentation of scientific findings? What is a summary of the main discoveries?
	Is the author considering objections? Am I avoiding confusing the author’s position and the position of others?
	If there are graphs, how do they relate to what is presented in the passage?
Historical Document	What type of document is this? A speech, a letter, an editorial, or a governmental document?
	What is the point of this document? Is it to present an argument, or highlight an issue?
	What are the cultural assumptions in the environment in which the document was written? Does the author suggest different views from modern ones about gender, ethnicity, and social class?
Text 1 and Text 2	What is the thesis—the main argument—of each passage? What are they trying to show the reader or convince the reader to believe?

Type of Text	Types of Questions to Ask to Read Actively
	What is similar about the texts? Do they share any assumptions in terms of facts or opinions?
	What is different about the texts? What would each author think about the other author's argument?

10. Fully understand every part of the question. A careless mistake in reading a question will likely lead to a wrong answer. Instead of quickly reading through the question, and then having to reread it, read it one time well. This will ensure that you not miss wording critical to understanding what the question is asking, such as “hypothesis,” “inferred,” “main idea,” and so forth. Since questions of a similar type come back-to-back, it is easier to get into a rhythm of thinking in a certain way for each cluster of questions. Even though the questions are rather predictable in their likely wording, since the SAT has the same types of questions over and over, be sure to take your time to understand what is being asked.

11. Create an answer in your own words before looking at the choices. On factual recall tests, checking out the answers before you have formulated an answer can help you narrow it down. With the critical thinking questions on the SAT, in contrast, you will often find yourself misled by persuasive but ultimately incorrect answers. Take control of the questions and don't let them control you. Try your best to come up with an idea of the answer before actually looking at the answer choices. When you do look at the answers, you can mark off each incorrect answer choice one-by-one using the testing application. Do not “jump” to an answer or eliminate an answer without patiently thinking through all the possibilities.

12. Go back to the text as often as you need. Most tests we take are closed-book—the SAT Reading is open-book. If you had an open-book test in school, you would surely use your textbook and notes to help you answer the questions. With so many SAT questions giving underlined sentences and key words, it makes sense to use the text whenever necessary.

13. The answers will be 100% correct or totally wrong. A single word can contaminate an answer, making it completely wrong. When you narrow the choices down to two options, don't just look for the "best" answer—look for the "flawless" answer. Try to quickly debate with yourself the correctness or incorrectness of each answer, knowing that there is one that is definitely correct, and three that are definitely wrong. The College Board has put a great deal of effort into creating the questions you will see on the SAT, so you can safely assume they will be of the very highest quality.

14. Focus on meaning, not matching. On ordinary school tests, we are often used to matching the choices with facts we recall from the assigned reading or the in-class lecture. On the SAT, the fact that an answer has wording that matches parts of the text is no guarantee that it is correct. There is nothing wrong with picking an answer because it does have wording that is in the passage; just don't pick an answer only because it has matching wording. Be certain the overall meaning of an answer gives the correct idea.

15. Don't worry about your performance while testing. Since the Digital SAT is adaptive, the later sections will change in difficulty depending on your performance on earlier sections. It will do you no good to try to evaluate how difficult the later section questions are—you will waste time and energy that could be spent on figuring out the problems in front of you. Do your best to stay in the moment and not think back about how you performed on earlier sections. Moreover, be mindful that four of the Reading and Writing questions you encounter will be experimental and not scored—if a question seems a bit odd to you, do your best to answer it but don't dwell on it.

16. Practice with the testing application ahead of time. You will be able to download the software that you will use on the actual Digital SAT—go to collegeboard.org for the latest details on how to do so. You can practice with this program on your own computer or on one at a library or school. Familiarize yourself with the software interface—the timer, the question flagging feature, and the adaptive question style. The program will allow

you to mark off answers you have eliminated and zoom in on the passages if you want to focus on part of the text. Since the passages are less than 150 words, you should have no difficulty seeing the entirety of the passage on the screen while you work through the question.

17. Give every question your best shot. With fewer questions on the Digital SAT, each question has a larger impact on your score. Given the adaptive nature of the Digital SAT, the questions you will be given on the later modules are designed to be of a difficulty appropriate for you. Be sure to give every question your very best effort—do not allow yourself to become frustrated and quickly guess the answer.

18. When in doubt about your strategy, give the SAT the benefit of the doubt. On poorly written tests, tricks and gimmicks can help you succeed—such shortcuts will not help you perform well on the new SAT. The SAT is an extraordinarily well-constructed assessment based on years of research. As a result, do not waste your time and energy while taking the SAT looking for flaws in the test. Instead, give the SAT Reading the benefit of the doubt and focus on how you can improve your reading comprehension and critical thinking skills.

Improving Overall Reading Comprehension

In order to strengthen reading skills, it is imperative to read regularly outside of what you might be assigned for school. The type of reading materials you select is very important. It should be something that you enjoy learning about or reading so that you are motivated to continue even when it is difficult. The reading should be slightly more difficult than what you are used to in order to strengthen your mental abilities. Improving your reading comprehension is similar to lifting weights. If you never add more weight to the bar, you'll never get stronger. Reading is the same—if you never read difficult texts, your reading skills won't improve. On the other hand, texts that are just slightly above your comfort level will help improve your abilities so that difficult texts can feel manageable, just like easier texts are now.

Below are some resources that you can use to find reading materials that you enjoy. By using these resources, you will be able to find reading materials that both interest you and represent the type of material you may find on the SAT. After the heading for each resource is a summary of how you can best use it to improve your reading skills. Infinite reading possibilities may seem overwhelming, so if that ends up being the case, asking a librarian for help will be your best bet—they can assist you in developing a short list of books and readings that is tailored for you.

One final note: if you don't enjoy the topic you're reading about, if the book seems silly and the characters unbearable, or if you just don't care about the scientific study the article is covering, just stop. Put it down. Find something you're more interested in to read. In personal reading, there is no requirement to finish books you don't like. Forcing yourself to do so will only lead to you dreading your daily reading time and to finding excuses to do literally anything else.

Project Gutenberg

<https://www.gutenberg.org/>

This is an enormous online library full of books that are in the public domain (public domain means they're old enough that no one holds copyrights to them anymore—they can be freely used). There are thousands of classics stored there. On the main web page, there are options for various searches. The top 100 list and the bookshelves are very helpful. Top 100 will lead you to a list of books you've probably heard of before but never read. Bookshelves will allow you to explore by genre or topic—if there is a topic you're interested in, that would be a good place to start.

Internet Archives

<https://archive.org/>

The Internet Archives contains more reading material than you could read in a lifetime! Its self-description is that it's "a non-profit library of millions of free books, movies, software, music, websites, and more." You'll want to focus on the books. It's easy to get lost on this website, so it might be simplest to stick with just the open library collection. From the main page,

select “books” off the menu and then “open library” from there. At the top of the open library page, there will be options to browse by subject. You can also browse selections curated by librarians. Be careful on the Internet Archives—it’s endless, and you can easily lose a whole afternoon that you meant to spend studying!

The open library, at openlibrary.org, has a lot of textbooks. If you ever find yourself writing an essay and you left your textbook at school, it can be a lifesaver!

Library of Congress Archives

<https://www.loc.gov/collections/>

The above link is to the Library of Congress digital collections. These are great for practice on historical reading and most other genres. For example, you can read a selection of papers by Abraham Lincoln, whose writings may be used on the SAT.

<http://www.read.gov/teens/>

This second link is to the Library of Congress’s teen page. If browsing the online digital collection is overwhelming or maybe the content is too difficult for your reading level, the teen page has a lot of resources to help you find reading material that might be interesting to you. You can even email a librarian to ask for suggestions.

Local Library Resources/Phone E-reader

Most communities have a local library—have you ever been to yours? It’s full of reading materials and employs people who love reading and can help you find things you’ll love reading too. Go ask your librarian for some help! Something a lot of people don’t realize is that libraries have done a great job keeping up with the times. Many are part of online collaborations

that allow patrons to check out just about any book in existence, and often, those books can be checked out via an app and read entirely on an e-reader or phone. This allows you to take your reading with you anywhere you go so that you can get your reading time in between practices, in waiting rooms, or while stuck in a traffic jam (while someone else is driving, of course).

School Library

In addition to the local library, you likely also have a school library (which many schools now call a resource center). While school libraries are often small, they are in the building where you already spend dozens of hours each week and so are very accessible. They don't have just books and magazines, but also resources geared specifically to students your age. It is likely that there will also be a librarian there who spends a large portion of their work time keeping on top of what students like to read so that they can recommend specific literature that is geared to the interests of the students. Make friends with this person—they can be a huge help to students looking for interesting reading materials.

Magazines

If you're interested in a specific hobby or area of study, magazines are a resource that are often forgotten. Trade publications and more serious magazines (*TIME*, *Scientific American*, *National Geographic*, and so on) are written at a fairly high level. If you're into robotics, see if you can subscribe to a robotics magazine—when it's delivered to your mailbox, it will remind you to read! You can also read magazines at your local library or often on their website, but the physical reminder is often nice.

Audiobooks and Podcasts

It can be difficult to find time to sit down and read a good book. Audiobooks and podcasts are a great way to consume high quality media while doing something else, like driving in the car, or exercising. The website www.audible.com has many free audiobooks you can try, and your

public library will have a variety of audiobooks you can borrow. Your reading comprehension will increase even if you are listening to someone else read the book but aren't physically reading the words yourself.

Using This Book to Prepare for the SAT Reading Test?

Review and practice with the specific types of questions that are most challenging for you on the following pages:

- Words in Context ([page 103](#))
- Structure and Purpose ([page 112](#))
- Cross-Text Connections ([page 119](#))
- Central Ideas and Details ([page 124](#))
- Quantitative Evidence ([page 132](#))
- Textual Evidence ([page 150](#))
- Inferences ([page 156](#))

Study further with **practice**, starting on [page 162](#), which focus on the types of questions that are most difficult for you.

Practice with **advanced drills**, starting on [page 171](#), which present the most challenging types of reading and questions you might encounter on the SAT.

Review the **Vocabulary Resources of 50 word roots and 250 SAT words**, starting on page **180**, to bolster your understanding of the most common challenging words you may come across on the SAT.

Practice with the full-length Reading and Writing tests, carefully watching your time management.

Good luck!

Words in Context

Sample Question Language:

- Which choice completes the text with the most logical and precise word or phrase?
- As used in the text, what does the word “compromise” most nearly mean?

How Important Is Vocabulary Study to Success on the SAT Reading?

The SAT Reading primarily focuses on your ability to decipher the meaning of words in context. Does this mean you should no longer focus on memorizing word definitions? Not necessarily. If you do not have a strong baseline level of vocabulary—you frequently encounter words in the texts and questions that you do not know—some focused vocabulary memorization will be useful to you. Also, if English is not your native language, memorizing words that you will likely encounter on the SAT will help you improve your score. That is why there is a Vocabulary Resource at the end of this Reading chapter. It has 50 important word roots and definitions and examples for 250 common words you may find in SAT texts. Use these valuable tools to help you build your vocabulary so you no longer come across words in the texts and the questions you do not understand.

How can you succeed on Words in Context Questions?

- **Create a synonym of your own when asked to complete the text with a word or phrase.** Having an idea before reviewing the answer choices is like having a shopping list before going to the store—you will be more decisive and accurate in picking what you need.
- **If you do not know what a particular answer option means, do not immediately eliminate it as a possibility.** When presented with a choice between an option you know versus an option you do not know, you may typically choose the word you know, even if the option is not a good fit. Instead of this approach, realize that whatever the correct answer is will work 100%, so even if you do not know what a word means, do not eliminate it as a possibility. Instead,

use the fact that if the other options only partially work, they are completely wrong.

- Realize that a word may take on one of its alternative meanings. Words usually have several different possible definitions. Be mindful that the appropriate meaning for the word in question may be the third or fourth most common meaning instead of the first.
- Try plugging in the options to the text to see what is most logical. If you are having trouble deciding on a word meaning solution, try taking the different options and substituting them for the word.

► Example

Measles is a highly contagious viral infection, which results, among other symptoms, in a rash and high fever. Measles is most dangerous to children under five years old, adults over 20 years old, and people with _____ immune systems. Complications from measles can result in hearing loss, intellectual disability, and respiratory and neurological conditions.

Which choice completes the text with the most logical and precise word or phrase?

- (A) dynamic
- (B) compromised
- (C) evolved
- (D) enhanced

► Answer Explanation

Start by reading the entire text carefully. Paraphrasing the text, we understand that measles is a dangerous illness and can result in serious complications. Since the text is discussing a disease, we can ask ourselves what description of an immune system would result in measles being a significant threat. Create a synonym in your own words; if someone had a “weak” or “vulnerable” immune system, having a measles infection would present a greater challenge than it would to people who have strong immune systems. Now, we can evaluate the choices. “Dynamic” is a

positive word, indicating that the person would be full of energy—this does not fit the needed meaning. “Evolved” and “enhanced” are also positive words, showing that the immune system goes beyond the typical capabilities of what might be found in a human. “Compromised,” choice (B), makes the most sense, since one of the definitions of “compromised” is “weakened.” Although this is not the most typical definition of the word, it is a definition nonetheless—be flexible as you consider the possible meanings of the words.

Practice Questions

1. I expect that people are so reluctant to register to become organ donors primarily because of the anonymity of the people one would be saving. When dealing with strangers, the whole concept is more abstract and _____, because you haven’t seen the suffering of those you would help.

Which choice completes the text with the most logical and precise word or phrase?

- (A) concrete
- (B) substantial
- (C) comprehensive
- (D) impersonal

2. Colony collapse disorder (CCD) is an issue that has, over the last ten years, caused a _____ amount of concern as to the feasibility of the continued bee population in North America. Fruit and vegetable crops are pollinated by bees. Should the bee population drop drastically, the availability of these healthy options would be dramatically reduced.

Which choice completes the text with the most logical and precise word or phrase?

- (A) minimal
- (B) skeptical
- (C) grave

(D) draconian

3. Teenagers spend a significant portion of their time on social media, and they don't know any differently. This cohort consists of the guinea pigs of one of the biggest communications revolutions of all time. As they grow and change, their brains can be studied to see how this constant _____ online social communication affects them.

Which choice completes the text with the most logical and precise word or phrase?

- (A) admission to
- (B) dearth of
- (C) ignorance of
- (D) exposure to

4. *C. diff* is an often fairly _____ bacteria that is sometimes found in humans and can be picked up from the environment. In small amounts and balanced with other bacteria that keep it under control, *C. diff* can be carried by humans without serious repercussions to health.

Which choice completes the text with the most logical and precise word or phrase?

- (A) deleterious
- (B) innocuous
- (C) subversive
- (D) organic

5. Poor sleep impacts many body systems. Of particular interest to adolescents, and their parents, is the _____ effect of poor sleep on academic performance. Lack of sleep makes it difficult to focus on lectures and classwork.

Which choice completes the text with the most logical and precise word or phrase?

- (A) detrimental
- (B) benevolent

- (C) dishonest
- (D) dissenting

6. The following text is from Upton Sinclair's 1906 novel *The Jungle*.

The stench was almost overpowering, but to Jurgis it was nothing. His whole soul was dancing with joy—he was at work at last! He was at work and earning money! All day long he was figuring to himself. He was paid the fabulous sum of seventeen and a half cents an hour; and as it proved a rush day and he worked until nearly seven o'clock in the evening, he went home to the family with the tidings that he had earned more than a dollar and a half in a single day!

As used in the text, what does the word “figuring” most nearly mean?

- (A) Believing
- (B) Calculating
- (C) Assuming
- (D) Doubting

7. The following is an excerpt from Jane Austen's novel *Mansfield Park* (1814). The novel's protagonist, Fanny Price, returns home after many years of living with her wealthy relatives at Mansfield Park.

The instinct of nature was soon satisfied, and Mrs. Price's attachment had no other source. Her heart and her time were already quite full; she had neither leisure nor affection to bestow on Fanny. Her daughters never had been much to her. She was fond of her sons, especially of William, but Betsey was the first of her girls whom she had ever much regarded. To her she was most injudiciously indulgent. William was her pride; Betsey her darling; and John, Richard, Sam, Tom, and Charles occupied all the rest of her maternal solicitude, alternately her worries and her comforts.

As used in the text, what does the word “occupied” most nearly mean?

- (A) Stayed
- (B) Resided
- (C) Dwelled

(D) Engaged

8. While Mr. Davis, the art teacher, approved of creativity, he couldn't _____ the students expressing themselves in the form of graffiti. Stylistically, he could appreciate the pieces, but he still considered them vandalism.

Which choice completes the text with the most logical and precise word or phrase?

- (A) sanction
- (B) consent with
- (C) confirm that
- (D) boycott

9. The canoe was going too quickly toward the rapids. Yusef was _____ the shore to slow them down. While they hit the bank hard, it slowed the boat down enough that Yusef and his friend were able to jump out and pull the canoe off the water.

Which choice completes the text with the most logical and precise word or phrase?

- (A) hitting off
- (B) counting on
- (C) swimming on
- (D) depositing

10. It is probable that humans have been cooking since not long after our ancestors harnessed the power of fire some several hundred thousand years ago. Since that time, the sophistication of our technology has increased exponentially, and the technology of cooking is no exception. Insofar as it pertains to heat, the nature of culinary innovation has fallen primarily into one of two categories common to many technology _____: speed and precision.

Which choice completes the text with the most logical and precise word or phrase?

- (A) beliefs

- (B) arcs
- (C) hypotheses
- (D) motives

11. Much like Old Faithful at Yellowstone National Park—by far the most well-known of the American geysers—Halley’s Comet is neither the most visually _____ nor the largest of its kind, but rather its renown derives from the dependable frequency with which it can be observed. Halley’s Comet falls into a category called Great Comets, which are those comets that become bright enough during their passage near Earth to be observed by the naked eye.

Which choice completes the text with the most logical and precise word or phrase?

- (A) brilliant
- (B) conceited
- (C) intellectual
- (D) august

12. There is one linchpin name, however, too frequently omitted from surveys of the early impressionist art movement. Eugène Boudin—a friend and contemporary of the Paris impressionists—never described himself as an innovator or revolutionary, and yet his work tremendously influenced the transmigration of impressionism from the walls of radical art galleries to those of homes and businesses throughout Europe.

As used in the text, what does the word “linchpin” most nearly mean?

- (A) Artistic
- (B) Essential
- (C) Commercial
- (D) Improvisational

13. Depending on the severity and type of infection, a doctor may select a narrow or broad-spectrum bactericidal drug. Narrow-spectrum drugs are better for the patient as they only kill the microorganism causing the infection via a specific mechanism of action. This differs from

broad-spectrum drugs as they kill the microorganism and any other cell with the same type of mechanism of action. This often causes _____ and unpleasant side effects for the patient, such as superinfections and a wipeout of the body's natural flora barrier.

Which choice completes the text with the most logical and precise word or phrase?

- (A) severe
- (B) thoughtful
- (C) genuine
- (D) quiet

14. Not only does studying abroad help students to find their career path, but it also makes them more _____ to employers. Among the marketable benefits are language skills, an extensive network, cultural adaptability, self-reliance, open-mindedness, and an appreciation for diversity.

Which choice completes the text with the most logical and precise word or phrase?

- (A) disparaging
- (B) appealing
- (C) introverted
- (D) monetarist

15. The staggering plurality of postmodern theater itself we must attribute, at least in part, to the initial fracturing of the modern drama in its _____ state, when refusing to yield to prevailing winds, Strindberg and Ibsen produced a cyclone.

Which choice completes the text with the most logical and precise word?

- (A) outset
- (B) germinating
- (C) floral
- (D) germinal

16. Echolocation is the highly sophisticated sense of hearing in which sound waves bounce off objects and emit echoes that microbats use to detect obstacles. It is this _____ that allows the nocturnal microbat to sense where an object is, how big or small that object may be, and even how fast that object is moving.

Which choice completes the text with the most logical and precise word?

- (A) object
- (B) material
- (C) phenomenon
- (D) thing

17. After degree completion, teachers need to acquire a teaching certificate, or a license to teach—most often, this licensing is achieved via teacher education programs where _____ teachers student-teach under more experienced instructors.

Which choice completes the text with the most logical and precise word?

- (A) perspective
- (B) prospective
- (C) prospecting
- (D) previewing

18. The great dramatists of the 20th century—Arthur Miller, Tennessee Williams, John Osborne, and Harold Pinter—still owe an enormous creative debt to their 19th-century _____, most particularly to the two Scandinavian playwrights Henrik Ibsen and August Strindberg.

Which choice completes the text with the most logical and precise word or phrase?

- (A) forebears
- (B) elders
- (C) seniors

(D) historians

19. His is a household name, and he is most often thought of as a man unearthing the world's most _____ mysteries while napping under an apple tree. He is Sir Isaac Newton, an English physicist and mathematician responsible for the law of universal gravitation.

Which choice completes the text with the most logical and precise word?

- (A) imminent
- (B) eminent
- (C) complimentary
- (D) complementary

20. Social media has also been connected to better company retention. Some technologically savvy employers have created company pages where staff can make announcements, share ideas, discuss problems, and congratulate one another on excellent work. The page becomes a _____ where colleagues can support one another, but also where the company itself can show appreciation.

Which choice completes the text with the most logical and precise word?

- (A) space
- (B) dimension
- (C) clearing
- (D) separation

Answer Explanations

1. **(D)** The text discusses the idea that people may be reluctant to consider donating organs to strangers with whom they don't have a connection. The most logical choice would therefore be "impersonal" since people may not see a personal connection to those who would benefit from the organ donation. Choices (A) and (B) are the opposite of what is needed, and (C) would include a large variety of ideas instead of the single one expressed.

2. **(C)** The text indicates that there is a possibility that the bee population could drastically drop, resulting in a need to convey a strong negative possibility, making “grave” the best option. Choices (A) and (B) are not sufficiently negative, while (D) is negative in a different way —“harshly authoritative”—which does not work in this context.
3. **(D)** The text states that teens are spending a significant portion of their time on social media, making it most logical to say that they have had “exposure to” online social communication. It is not (A) since they are not admitting anything. It is not (B) since “dearth” means a “lack” of something, which is the opposite of what is needed here. It is not (C) because the teens are clearly not ignorant of online social communication.
4. **(B)** The words are a bit more challenging on this question. “Deleterious” means “harmful,” “innocuous” means “harmless,” “subversive” means “rebellious,” and “organic” means “related to life.” Since the text states that this bacteria can be carried by humans without affecting their health, it can best be described as “harmless,” making “innocuous” correct.
5. **(A)** The text goes on to emphasize the negative effects of a lack of sleep, such as the resulting difficulty with focus in school. Thus, the overall effect of poor sleep would be harmful, making “detrimental” the most logical insertion. “Benevolent” means “kind,” “dishonest” means “lacking honesty,” and “dissenting” means “disagreeing.”
6. **(B)** When handling these vocabulary questions, insert each option into the sentence to determine which best fits the context. “All day long he was figuring to himself” means that he was counting the money he was making; he was “calculating” his earnings, as in choice (B). Insert “believing,” “assuming,” and “doubting” into the sentence; none of these choices provides a logical statement.
7. **(D)** “Engaged” accurately refers to Mrs. Price’s absorption with her sons. It is appropriate to say they “engaged,” or preoccupied, her

attention. None of the other words fit; the sons neither “stay,” “reside,” nor “dwell” her worry or care.

8. **(A)** The teacher in the text wants his students to be creative but does not want to allow graffiti that he would consider to be vandalism. He therefore does not want to “permit” or “sanction” that activity. Choices (B) and (C) would show that he agrees with the student behavior, which is the opposite of what is needed. It is not (D) because to “boycott” would be to avoid participating in an action oneself—instead of being an actor himself, he is prohibiting others from taking action.
9. **(B)** Yusef is hoping that the shore would slow the canoe down so they can safely get out of the water—thus, “counting on” makes the most sense. The other options do not express this idea.
10. **(B)** The word “arc” in this context takes on a more unusual definition —“development.” The text discusses some of the technological developments that have taken place with respect to cooking. The other options all have to do with mental states than with developments, making them incorrect.
11. **(A)** “Brilliant” in this context can mean “visually bright” or “radiant,” making this an appropriate word to describe the look of a comet. The other options would not be appropriate to describe the physical characteristics of a comet.
12. **(B)** “Essential” is most fitting, since the text goes on to discuss Boudin’s tremendous influence on the artistic scene, making a history of impressionism severely lacking without mentioning him. The other words do give descriptions that can be associated with impressionism, but they do not fit this context.
13. **(A)** In context, the use of severe “and unpleasant side effects” forms the most logical sentence—unpleasant side effects could be described as “intense” or “severe.” Nonhuman side effects cannot be described as “thoughtful,” “genuine,” or “quiet.”

14. **(B)** The text highlights how studying abroad can make students more marketable to potential employers; in other words, the students would be more “appealing.” “Disparaging” means “insulting,” “introverted” means “shy,” and “monetarist” is associated with economic theory.
15. **(D)** “Germinal” indicates that it is in its earliest stage of development. “Outset,” in choice (A), has the correct general meaning but is the wrong part of speech since it is a noun instead of an adjective. “Germinating” and “floral” refer to plant life.
16. **(C)** This word refers to “echolocation,” which is best described as a “phenomenon” since it is a process that allows bats to navigate. The other options are all associated with physical items.
17. **(B)** “Prospective” means “preparing to do so in the future,” which applies to teachers who are being trained since they are not yet licensed professionals. “Perspective” in choice (A) indicates a point of view. “Prospecting” in (C) indicates searching. “Previewing” in (D) does not apply to people in the process of learning their profession, although it could refer to what the trainees themselves will be doing with respect to professional skills.
18. **(A)** The sentence first mentions 20th-century dramatists and then states that they owe a great deal to those who preceded them in the 19th century, making “forebears” the most sensible option. “Elders” in (B) and “seniors” in (C) refer to older groups of people but without the connotation of paving the way for current generations. “Historians” in (D) refers to those who study history, not to those who are studied by historians.
19. **(B)** This question tests you on the meaning of some commonly confused words. “Eminent” means “noteworthy,” which makes sense in reference to a famous concept like that of gravity. “Imminent,” choice (A), means “about to happen.” “Complimentary,” choice (C), is associated with praise. “Complementary,” choice (D), is associated with combining things together so they improve the quality of each other.

20. (A) “Space” in this context takes on one of its less common definitions —“free area.” This word makes the most sense since social media is described as something that has helped employers retain staff by creating a sense of community. While the other options are possible definitions of “space,” they do not make sense in this context.

Structure and Purpose

Sample Question Language:

- Which choice best states the main purpose of the text?
- Which choice best describes the function of the underlined sentence in the text as a whole?
- Which choice best describes the overall structure of the text?

How Can You Succeed on Structure and Purpose Questions?

- **Understand the text in its entirety to fully grasp the purpose of different selections.** It is difficult to perform well on structure and purpose questions without reading the text in its entirety. If you do not comprehend the overall point of the text, it will be challenging to determine the significance of particular parts.
- **Distinguish between “purpose” and “summary.”** Students often answer structure and purpose questions by summarizing the text instead of finding the purpose of the text. A summary tells you what the text is about, while purpose tells you why the text was written—these are two very different tasks.
- **Carefully consider the context before and after the selection.** When asked a question about the function of a sentence, carefully read the sentences before and after so that you have a better sense of what the function of the sentence would be. Look out for transitional words—words like “although,” “however,” “additionally,” and “in fact”—to better understand the connection to the surrounding material.

- **If you are asked about the “main” purpose, be sure it is not overly specific.** It is easy to be trapped by choices on “main purpose” questions that do provide you with something that is true about the text, but don’t capture the overall significance of the text. Make certain that you go for an answer that captures the “main purpose,” not one that merely focuses on a small portion of the text.

➤ Example

This excerpt from “The American Forests” was part of John Muir’s 1897 campaign to save the American wilderness. He would later be called the godfather of the American environmental movement.

Surely, then, it should not be wondered at that lovers of their country, bewailing its baldness, are now crying aloud, “Save what is left of the forests!” Clearing has surely now gone far enough; soon timber will be scarce, and not a grove will be left to rest in or pray in. The remnant protected will yield plenty of timber, a perennial harvest for every right use, without further diminution of its area, and will continue to cover the springs of the rivers that rise in the mountains and give irrigating waters to the dry valleys at their feet, prevent wasting floods and be a blessing to everybody forever.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It advocates for the importance of nationalism, militarism, and expansionism.
- (B) It underscores the need to emphasize environmentalism, scholarship, and piety.
- (C) It makes appeals that focus on economics, leisure, and religion.
- (D) It encourages a prioritization of justice, individualism, and truth.

➤ Answer Explanation

Let us start by reading the introductory information. This excerpt is from a text that advocates environmentalism and saving the American wilderness. It therefore comes as no surprise that the excerpt will align with these themes. Next, read the text in its entirety and paraphrase its argument. It starts by stating that people who love the country are now greatly saddened by the destruction of the forests. The underlined sentence states that the clearing of the forest needs to stop, since timber is not plentiful, and people will no longer have places to relax and worship. The text goes on to argue that the forest can be responsibly managed to provide ongoing supplies of timber and water for irrigation. So, the purpose of the sentence is to support the general argument that the forests need to be preserved by emphasizing the potential negative consequences that will happen if the forests continue to be destroyed. Now we can evaluate the different choices. It is not (A) because the sentence focuses on peaceful themes, not militaristic ones. It is not (B) because while there is a focus on environmentalism, there is not an emphasis on the need for scholarship. It is not (D) because the sentence does not discuss the theme of individualism—even a single flaw in an answer will make it incorrect. This leaves us with choice (C), which does work because it appeals to the reader by focusing on economics (the scarcity of timber), leisure (no grove in which to rest), and religion (no grove in which to pray).

Practice Questions

1. When developing any new technology, we need to stop and give the proposal critical thought. What does this development contribute to society? How many people will benefit from this development? In what ways can this development be harmful? Maybe most importantly, why? Why should time and resources be dedicated to this project, when time and resources are limited, and potential projects are unlimited? But this responsibility shouldn't fall entirely upon the developer. We, as consumers, need to take a more active role as well. How does this technology help me? Does this technology do any harm? Why do I need this technology? Only once we've considered the relative benefits and costs of one project versus another can we begin to consider whether it's worth it.

What choice best describes the overall structure of the text?

- (A) It presents both society-wide and individual consumer questions that should be asked about potential new technology development.
- (B) It provides a series of specific critiques about the increasing advancement of technology in the modern world.
- (C) It questions whether technological advances should be halted to return to the morals of a simpler era.
- (D) It suggests that instead of technology, alternative approaches to solving social problems of development and resource allocation should be embraced.

2. What does it mean to be a “cinophile” in the 2020s? In the mid-1990s, Susan Sontag famously argued that the globalization and hyper-industrialization of Hollywood had “killed” cinema as an art form in favor of its big, formulaic blockbusters. However, other critics argue that independent art cinema has simply moved outside of the Hollywood studio system, onto YouTube and other user-generated video platforms. Some critics even challenge the term “cinephilia” for its snobbish connotations and apolitical origins.

What choice best describes the overall structure of the text?

- (A) It decries the decay of the modern film industry.
- (B) It criticizes the advent of user-generated videos in the place of major studio productions.
- (C) It provides different perspectives on the notion of cinephilia.
- (D) It suggests that other forms of entertainment will ultimately displace film.

3. The following is an excerpt from the fairy tale “The Mouse, the Bird, and the Sausage” by the Brothers Grimm, published in 1812.

Once upon a time, a mouse, a bird, and a sausage entered into a partnership and set up house together. For a long time all went well; they lived in great comfort, and prospered so far as to be able to add considerably to their stores. The bird’s duty was to fly daily into the

wood and bring in fuel; the mouse fetched the water, and the sausage saw to the cooking.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It describes the methods whereby each creature carried out its chores
- (B) It conveys the primary moral of the fable
- (C) It analyzes the individual differences in each creature's motivations
- (D) It outlines the daily obligations of the three creatures

4. For the past fifty years it has been the conventional credence of ecologists and biologists alike that invasive, non-native plant species are, without exception, detrimental to the host ecosystem. However, recent studies at Penn State University indicate that the eradication of invasive plants—specifically fruit-bearing shrubs—can do more harm than good for the native animal populations.

Which choice best states the function of the underlined sentence in the text as a whole?

- (A) It establishes the narrator's scholarly authority in this field of study.
- (B) It states the principal argument of the author.
- (C) It summarizes a common understanding that is subsequently refuted.
- (D) It contrasts the work of ecologists with those of biologists.

5. While significant structural and functional differences exist between the various classes, a surfactant, simply put, describes any compound capable of reducing the surface tension between a liquid and one other substance. Surface tension, one will recall, refers to the tendency of liquid molecules to coalesce with one another, thus minimizing their collective surface area. This phenomenon is the physical principle underlying a familiar adage, "oil and water do not mix." Phrased more precisely, oils, which contain primarily nonpolar hydrocarbon bonds,

are immiscible with aqueous solutions, meaning they will not spontaneously dissolve in water, which consists of highly polar hydrogen-oxygen bonds. Instead, oils will tend to form a film over polar solvents, while surface tension serves to stabilize this film at the oil-water interface.

Which choice best describes the function of the underlined phrase in the text as a whole?

- (A) It explains the process in which two immiscible substances are emulsified.
 - (B) It implies that most laypeople cannot understand the topic of this article.
 - (C) It shows that substances that do not have triglycerides cannot undergo saponification.
 - (D) It connects the esoteric analysis to a commonly understood phenomenon.
6. The following is the preface to *The White Slaves of England*, a book published in 1854 to decry the horrible working and living conditions among the poor working classes of England.

Let her *miners*, her *operatives*, *the tenants of her workhouses*, her *naval service*, and the millions upon millions in the Emerald Isle and in farther India attest its fallacy. These are the legitimate results of the laws and institutions of Great Britain; and they reach and affect, in a greater or less degree, all her dependencies. Her *church and state*, and her *laws of entail and primogeniture*, are the principal sources of the evils under which her people groan; and until these are changed there is no just ground of hope for an improvement in their condition. The tendency of things is, indeed, to make matters still worse. The poor are every year becoming poorer, and more dependent upon those who feast upon their sufferings, while the wealth and power of the realm are annually concentrating in fewer hands and becoming more and more instruments of oppression. The picture is already sufficiently revolting.

Which choice best states the main purpose of the italicized terms in the text?

- (A) It names those who approve of oppression.
- (B) It underscores the widespread presence of injustice.
- (C) It legitimizes the British policy toward social class.
- (D) It shows the diversity of various empowered groups.

7. Excerpt from *The Last Man*, a novel by Mary Shelley, published in 1826.

My fortunes have been, from the beginning, an exemplification of the power that mutability may possess over the varied tenor of man's life. With regard to myself, this came almost by inheritance. My father was one of those men on whom nature had bestowed to prodigality the envied gifts of wit and imagination, and then left his bark of life to be impelled by these winds, without adding reason as the rudder, or judgment as the pilot for the voyage. His extraction was obscure; but circumstances brought him early into public notice, and his small paternal property was soon dissipated in the splendid scene of fashion and luxury in which he was an actor.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It shows that the narrator shares many of his father's personality characteristics.
- (B) It demonstrates that the narrator received considerable financial resources to ensure a comfortable life.
- (C) It shows that the narrator has the same self-reliant and self-disciplined mindset as his ancestors.
- (D) It demonstrates how the narrator is rather fortunate in how the nature of chance seems to favor him.

8. *Thalassemia* describes a group of disorders in which either the α or β chain is quantitatively reduced. Depending on the mutation, these defects can present with a wide range of anemia-related symptoms, and are particularly prevalent throughout Africa, Southeast Asia, and

the Mediterranean. This geographical distribution is anything but random. Many studies have demonstrated that the production of suboptimal hemoglobin confers a degree of protection against malaria, a potentially deadly infectious disease caused by members of the *Plasmodium* genus, which parasitize red blood cells. It follows, then, that whereas in many regions throughout the world thalassemia may merely constitute disease, in those where malaria is endemic, it represents a favorable evolutionary advantage.

Which choice best states the main purpose of the text?

- (A) It links hemoglobin development to migration patterns.
- (B) It compares cultural characteristics to evolutionary traits.
- (C) It considers geographic particularities to evolutionary adaptation.
- (D) It connects environmental forces to medical innovations.

9. So why is it, with a rejuvenated effort to find evidence of extraterrestrial intelligence, the Search for Extraterrestrial Intelligence (SETI) has not found convincing evidence for alien life? Despite billions of dollars and years of research, SETI has nothing substantial to show for itself. In fact, the closest thing to ETI contact is the Wow! Signal: a strong narrowband radio signal detected in 1977 by Jerry R. Ehman of Ohio State University's Big Ear radio telescope project. Ehman was able to successfully observe the signal for a 72-second window, circling its non-natural waves and writing "Wow!" next to it—his enthusiasm led to its name, but not to any significant breakthrough. Since 1977, efforts to relocate the signal have failed again and again.

Which choice best states the main purpose of the text?

- (A) It shows that there is decisive evidence in favor of alien life.
- (B) It argues that the search for extraterrestrial intelligence has been virtually fruitless.
- (C) It presents how scientists are redoubling their efforts to build on Ehman's discovery.

- (D) It observes how astronomers are notable for the enthusiasm with which they conduct their observations.

10. David Benson was a timid boy born to parents who had long since stopped worrying about having children. Willie and Louise had three grown girls, the youngest was nineteen and leaving to cosmetology school the year David was born. Louise had suspected an arsenal of health issues before realizing she was with child, and even then, she waited another three weeks to tell her unsuspecting husband.

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It demonstrates the age difference between David and his siblings.
(B) It scientifically explains how David was genetically predisposed towards having a more introverted personality.
(C) It gives a reason for why David went to live with a different family.
(D) It gives insight into David's personality and his parents' state of mind.

Answer Explanations

1. (A) Consider the overall way that the text is organized. It gives a series of questions that could be used to evaluate the pros and cons of new technological developments—this aligns with choice (A). It is not (B) because it does not critique technology in general but focuses on how one can evaluate a specific new technology. It is not (C) because the author does not advocate an end to the entirety of technological advancement. It is not (D) because the text does not focus on suggesting different approaches to solving social problems.
2. (C) Do not focus on the specific argument but on the overall organization of the text. The text starts by asking what it means to be a cinephile, i.e., someone who loves movies. The text proceeds to share different opinions about what it means to be a film-lover. Thus, choice

(C) makes the most sense. It is not (A) because while the first perspective presented seems to take this position, the second perspective does not. It is not (B) because there is not a critique of user-generated videos. It is not (D) because it does not suggest that film will be displaced but does present the possibility that it could be changed in its presentation.

3. **(D)** In this sentence, the chores for the creatures are described, helping the reader better understand the story that follows. It is not (A) because the chores are simply named, and no discussion of the methods of carrying out the chores is given. It is not (B) because this gives us no preview of a moral of the story. It is not (C) because while differences in the chores are given, there is no discussion of the motivations of the creatures.
4. **(C)** The author immediately contradicts this statement in the following sentence. The general purpose of this sentence is to give a general summary of what many people think about this issue, and then to use the rest of the text to state that most people are incorrect on this topic. It is not (A) since this text only indirectly establishes the author's authority. It is not (B) because the primary position of the author comes in the sentence that follows. It is not (D) because ecologists and biologists agree according to this sentence.
5. **(D)** The phrase is provided as a relevant and recognizable example in a sea of very technical analysis. "Esoteric" means likely to be understood by only a specialized audience. Choices (A) and (C) involve concepts not referred to in this sentence. Choice (B) is incorrect because the example is used to extend understanding to laypeople rather than imply they cannot understand it.
6. **(B)** In this text, the narrator introduces the abuses found in 19th-century English society. The italicized selections can be reasonably inferred to be groups that could bear witness to the abuses. Since there are so many different groups that could highlight these abuses, it underscores the widespread presence of injustice in English society at the time. It is not (A) or (C) because the narrator is not suggesting

these groups would approve or legitimize these practices. It is not (D) because while these groups were diverse, they were not empowered at the time.

7. **(A)** In this text, the narrator is not talking about an inheritance of money or items. Rather, he goes on in the text to describe his father as a means of informing the reader of the personality or situation he inherited. This makes choice (A) the best option. Choice (B) is incorrect as there is no evidence of a monetary inheritance. Choice (C) is incorrect as the father is not described as self-reliant or self-disciplined, so the author would not have inherited these traits. Choice (D) is incorrect as we are not led to believe that this inheritance makes the speaker fortunate.
8. **(C)** The text considers the geographical specificity of thalassemia disorders and explains that it is not coincidental but linked to evolution's defense against malaria, making (C) accurate. The distribution is not linked to migration as in (A) or related to cultural phenomena as in (B). Finally, (D) is incorrect because there is no connection made to medical innovation in the text.
9. **(B)** The text provides evidence for the claim that "SETI has nothing substantial to show for itself." These text shows how a 72-second anomaly in 1977 that was never relocated is the closest thing we have of evidence of outside life. Hence, (B) is correct. Choice (A) implies that this evidence proved alien existence, which is false. We have no evidence for (C); we only know that efforts have failed in the past. Choice (D) is incorrect because it assumes that the significance of this example is Ehman's "Wow!" rather than its feeble status as the closest we've come to proof.
10. **(D)** The underlined sentence provides an exposition that explains why David and his parents are the way they are, so (D) is the best choice. His siblings are not introduced until the following sentence, making (A) incorrect. (B) states that he is timid, but the lines do not offer a scientific explanation of the genetic reasons behind this. Moving in with a different family could refer to an outcome of David's

personality and his parents' state of mind, rather than a cause, making (C) incorrect.

Cross-Text Connections

Sample Question Language

- Based on the texts, how would Goodenough and Strawn (Text 2) most likely respond to Tartaro's findings (Text 1)?
- Based on the texts, how would the sociologists and their colleagues (Text 1) most likely describe the approach of the researchers in Text 2?

How Can You Succeed on Cross-Text Connections Questions?

- **Be clear on the main argument of each text.** Text 1 and Text 2 combinations are typically argumentative—each text will have a clear thesis that is presented and supported with examples. If you can put the main argument of each text in your own words, you will likely do well on these questions.
- **Do not confuse an author's viewpoint with the author's consideration of possible objections.** In argumentative essays, authors frequently present and analyze views with which they do not agree. After all, one of the best ways to convince someone of a position is to show why the opposite position is flawed. When you read the comparative texts, pay close attention if the author shifts to considering objections. Be mindful that not everything in a text may necessarily represent what its author believes.
- **Realize that the relationships between texts will often be more nuanced.** Instead of having clear pro and con arguments on a topic, the texts may have some similarities and very subtle differences. The texts could present somewhat different accounts of the same historical event; one text could provide an explanation for the events or phenomena described in the other text; one text could summarize a topic in a more general way, while the other text investigates the

topic in a more specific way. Keep an open mind to determine the precise nature of the relationship between the texts.

► Example

Text 1

Through a combination of luck and perhaps cruelty, Beaumont's work has since led several scholarships, awards, and buildings to be named in his honor. Despite his unethical research methods, Beaumont's findings about the digestive tract have paved the way for further research in this field and have even led him to be called the Father of Gastric Physiology.

Text 2

Beaumont realized he could use St. Martin's unique wound to learn more about the mechanisms behind digestion—he just needed St. Martin to participate. Beaumont decided to ask St. Martin to sign a document, and St. Martin, being unable to read, had no idea he was signing away his rights. As he signed that document, St. Martin became a legally bound test-subject. In the over 200 subsequent experiments on St. Martin, Beaumont was able to gain an understanding of the human digestive system.

Based on the texts, the opinion of the author of Text 1 about the treatment of St. Martin in Text 2 would most likely be

- (A) ambivalent.
- (B) apathetic.
- (C) flattering.
- (D) antagonistic.

► Answer Explanation

You might find it most helpful to read the question first so that you have an idea of what you might focus on while you read the text. Paraphrasing the

question, we need to understand the overall mindset of the author of Text 1 and understand how St. Martin is treated in Text 2. Text 1 acknowledges the merit of Beaumont’s digestive research, but also mentions his possible “cruelty” and the “unethical” nature of his research methods. In Text 2 we learn that St. Martin unknowingly signed away his rights and became a digestive test subject. Without having St. Martin as a research subject, Beaumont would have been unlikely to learn as much as he did about the mechanisms of human digestion. Beaumont was only able to secure St. Martin as a research subject through unethical conduct. Given the positives and negatives of this situation, the author of Text 1 would most likely feel conflicted about St. Martin’s treatment. Choice (A), “ambivalent,” means feeling conflicted making (A) the correct answer. “Apathetic” would indicate no opinion at all, “flattering” is too positive, and “antagonistic” is too negative.

Practice Questions

1. Text 1 is an adaptation from the newspaper *The Record-Union* on January 30, 1893. It records the events that occurred in Hawaii that led to the annexation of the island chain for the United States, including the resignation of Hawaii’s last monarch, Queen Liliuokalani. Text 2 is an excerpt from the obituary of Queen Liliuokalani upon her death as recorded in *The Union Times* on November 15, 1917.

Text 1

The commissioners are here on their way to Washington, and simply state that their instructions are to get the consent of our government to annex the islands . . . [Upon her abdication, Queen Liliuokalani stated:] “I, Liliuokalani, by grace of God and under the Constitution of the Hawaiian Kingdom, Queen, do hereby solemnly protest against any and all acts done against myself and the constitutional government of the Hawaiian Kingdom by certain persons claiming to have established a provisional government of and for this Kingdom.”

Text 2

The queen's bold attempt to deprive the white residents of any voice in the affairs of government led to prompt retaliatory measures. The businessmen of the community named a "committee of safety," which proceeded immediately with the formation of a provisional government and the reorganization of the volunteer military companies which had been disbanded in 1890 . . .

How do the two texts use quotation marks differently?

- (A) Text 1 uses them to label a term, while Text 2 uses them to quote a historical figure.
- (B) Text 1 uses them to quote a historical figure, while Text 2 uses them to label a term.
- (C) Both texts use them to designate quotations from historical figures.
- (D) Both texts use them to label terms.

2. Text 1

The great abundance of microplastics in marine and other environments is very detrimental to the ecosystem. In Japan, plastic-eating bacteria were discovered in a landfill. Since then, much research has been devoted to optimizing these bacteria so that they can eat plastic more quickly. It seems clear that plastic-eating bacteria are the most likely solution to our plastic crisis because the amount of plastic in the environment has built up to a point where it is already damaging the ecosystem.

Text 2

Right now, almost all of the plastics in the ocean are in macroscopic objects, but if they are broken down by plastic-eating bacteria, an explosion in the amount of microplastics in the ocean seems inevitable. This massive accumulation in microplastics could have an extremely detrimental effect on the ocean's ecosystem. Thus, plastic-eating bacteria must be carefully researched before these creatures are released into the ocean.

The relationship between the two texts is best summarized as

- (A) Text 1 presents an approach to solving a problem, while Text 2 is skeptical of this approach.
- (B) Text 1 considers and addresses each of the objections from Text 2.
- (C) Text 1 and Text 2 largely agree on both the nature of a problem and its best solution.
- (D) Text 1 dismisses a potential environmental issue, while Text 2 proposes a method to deal with the environmental issue.

3. Text 1

Not long before it was eradicated by vaccination, smallpox virus erased entire cultures on two continents, where fatality rates rose as high as 90%. For those who survived, it was a cause of permanent, often debilitating disfigurement. Prior to the HiB and DTaP vaccines, epiglottitis caused by *Haemophilus influenzae*, and diphtheria caused by *Corynebacterium diphtheriae* were both exceedingly common causes of death in young children, largely because of their tendency to develop rapidly and obstruct the airway.

Text 2

Philosophically, medicine is premised on a balance between beneficence, and nonmaleficence. That is to say, for a medical intervention to be deemed ethical and appropriate, the risks of not treating an individual must always outweigh the risks inherent in the treatment itself. Risk accompanies every medical intervention, and vaccination is no exception.

Someone with the philosophy outlined in Text 2 would most likely have what response to the information presented in Text 1?

- (A) While smallpox is clearly a case in which vaccination would be recommended, it is not clear that any intervention in the case of diphtheria would be needed.
- (B) Children are an exception to the rule when it comes to whether medical interventions are needed in anticipation of saving someone's life.

- (C) It would be ethically unwarranted to use experimental interventions to preemptively treat relatively mild illnesses.
 - (D) The use of the HiB and DTaP vaccines was clearly a case in which the risks of not treating individuals outweighed the risks of treating them.
4. The following is an excerpt adapted from Booker T. Washington's notable "Atlanta Exposition Speech" in 1895. The second is part of a 1903 response, titled "Of Mr. Booker T. Washington and Others," by W. E. B. Du Bois.

Text 1

Our greatest danger is, that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life . . . It is at the bottom of life we must begin and not the top. Nor should we permit our grievances to overshadow our opportunities.

Text 2

Mr. Washington represents . . . the old attitude of adjustment and submission, but adjustment at such a peculiar time as to make his program unique . . . Mr. Washington's program naturally takes an economic cast, becoming a gospel of work and money to such an extent as apparently almost completely to overshadow the higher aims of life.

Based on the texts, what Washington would most likely define as African American "compromise," Du Bois would most likely define as

- (A) treason.
- (B) negotiation.
- (C) obedience.
- (D) persistence.

5. Text 1

Many historians find that general trends tend to repeat themselves if you look far enough back through the records of humanity. It truly can be said that there is nothing new under the sun. Perhaps this is simply a function of how long humans have been around, but perhaps it also says something about just how similar all humans are, even across thousands of years.

Text 2

Studying fashion history is a lot like listening to remixes of your favorite songs. As you examine textiles from around the world and through time, you'll see constantly that most "new" fashions are just old ideas remade. And so, the women's high-waisted shirts from the early 2000s weren't anything new or different: they were simply 18th-century empire-style gowns remixed for a new generation.

How would the historians of Text 1 most likely describe the high-waisted shirts from the early 2000s?

- (A) They are an example of a trend that recurs.
- (B) They demonstrate the modern revolution in fashion.
- (C) History will look upon them as being in poor taste.
- (D) They are altogether different from gowns in the 18th-century empire style.

Answer Explanations

1. **(B)** Text 1 uses the quotation marks to quote Liliuokalani, while Text 2 uses them to label the term "committee of safety." Choice (A) is incorrect because it has the relationship backwards. And choices (C) and (D) are incorrect because the texts differ in how they use quotation marks.
2. **(A)** Text 1 presents plastic-eating bacteria as an approach to solving the problem of plastic pollution in the ocean, while Text 2 expresses skepticism of plastic-eating bacteria as a solution, arguing that using

plastic-eating bacteria will be ineffective and lead to additional problems. It is not choice (B) because Text 1 does not consider and address each objection mentioned in Text 2. It is not (C) because while they both agree that plastic pollution is a problem, they disagree on a solution. It is not (D) because Text 1 underscores the environmental problem of plastic pollution and doesn't dismiss it; additionally, Text 2 does not present an approach to dealing with plastic pollution.

3. **(D)** The overall philosophy outlined in Text 2 is that medical practitioners must do a cost-benefit analysis to determine whether the possible benefits of a medical intervention outweigh the possible costs of the intervention. If the risks of not acting outweigh the risks of acting, the medical intervention should proceed. So, someone with this outlook would look at the vaccines described in Text 1 in a positive light, since people without vaccination for these diseases would be more susceptible to death. Therefore, choice (D) makes the most sense. It is not (B) because Text 2 does not make an exception for certain age groups. It is not (C) because this is not relevant to the main claim in Text 2. It is not (A) because both smallpox and diphtheria carry a risk of mortality as outlined by the text, making it likely that someone with the philosophy in Text 2 would recommend intervention.
4. **(C)** Text 1 expresses the idea that freed slaves should be patient in their quest to advance in society, taking advantage of the opportunities presented to them as they begin to advance up the economic ladder. Text 2, however, argues that the attitude in Text 2 is one of “submission” that overshadows the “higher aims of life” beyond making money. So, Du Bois, the author of Text 2, would most likely define the “compromise” in Text 1 as “obedience.” While Du Bois has a negative attitude towards Washington’s position, it is not so negative as to describe it as treasonous, as in (A). The relatively positive ideas in (B) and (D) would not align with the position in Text 2.
5. **(A)** Text 1 expresses the position that “there is nothing new under the sun” since historical patterns repeat. The historians with this position

would look at the recurrence of an older fashion trend as an example of the tendency for historical events to recur. It is not (B) because the high-waisted shirts are not revolutionary but represent a recurrence of a trend. It is not (C) because the historians do not take a particular position as to fashion taste. It is not (D) because the gowns are like ones from the 18th-century empire style.

Central Ideas and Details

Sample Question Language:

- Which choice best states the main idea of the text?
- According to the text, why would a boat built for a freshwater lake be ill-fitted for a saltwater environment?
- According to the text, what is true about Jonathan?

How Can You Succeed on Central Ideas and Details Questions?

- **Carefully read and thoroughly paraphrase the text before examining the answer choices.** While this is good advice on most all SAT Reading questions, it is particularly important on central ideas questions. The meaning will likely be based on the text as a whole rather than one small part of it, so understand the entirety of what is given. If the text is a more challenging genre, like poetry, you may want to re-read the text until it makes sense.
- **Be careful not to latch on to answers just because they mention specific parts from the text.** If you don't fully grasp the general meaning of the text, it will be easy to become trapped by answers that are partially right in citing specific language in the selection.
- **Be flexible as you evaluate choices.** There are nearly infinite ways that answers to big picture questions can be phrased, so do not eliminate choices too quickly—keep an open mind.

› Example

The massacre at My Lai increased domestic opposition to U.S. involvement in the Vietnam War and helped mobilize an anti-war march of half a million people in December 1969 in Washington. Following the march, widespread campus protests resulted in the killing of four students by National Guardsmen in Ohio. By the early 1970s, American involvement in the war was winding down. Deployed soldiers were reported to be disillusioned, angry, frustrated, and using drugs as a coping mechanism. Domestically, the brutality of My Lai and the government's continued attempts to conceal it exacerbated anti-war sentiment. Direct U.S. military involvement in the Vietnam War ended in 1973.

Which choice best states the main idea of the text?

- (A) The My Lai massacre was a tragic example of the death of college students fighting for their political beliefs.
- (B) After their defeat in My Lai, National Guardsmen returned to the United States to quell a rebellion by half a million people.
- (C) Anti-war sentiment led to the tragic outcome of the massacre of My Lai.
- (D) Reaction to the My Lai massacre contributed to the eventual withdrawal of the United States from the Vietnam War.

► Answer Explanation

Thoroughly read the text and put its overall meaning in your own words. Be sure to avoid simply restating specific language and instead paraphrase the big picture. Overall, the text connects the My Lai massacre to anti-war sentiment, anti-war protests, and discouragement of deployed U.S. soldiers; the text ends by stating that U.S. involvement in Vietnam ended after these events. So, the My Lai massacre helped lead to feelings among the U.S. people that led to the U.S. withdrawal from Vietnam. The question asks us to state the main idea of the text, so when we evaluate the choices, we must be certain that our chosen answer gives us the big idea of the text, not just specific information. It is not (A) because there is no evidence in the text that the My Lai massacre had college students as the victims; moreover, this choice does not connect to the main idea of how the massacre affected U.S.

attitudes towards the war. It is not (B) because while some of this specific language—“half a million” and “National Guardsmen”—is mentioned, there is no evidence that the guardsmen returned to the United States to quell a rebellion by 500,000 people. It is not (C) because the text focuses on the effects of the My Lai massacre, not its causes. Choice (D) is correct because the text connects the feelings that resulted from the My Lai massacre to the eventual withdrawal of the United States from the Vietnam War.

Practice Questions

1. The text is adapted from the 1949 Geneva Conventions.

Any breach of the law is bound to be committed by one or more individuals and it is normally they who must answer for their acts. Nevertheless, if the author of the act contrary to international law is an agent of the State, which is indubitably the capacity of members of the armed forces who take others prisoner or are responsible for guarding them, it is not his responsibility alone which is involved, but also that of the State, which must make good the damage and punish the offender. To the extent, however, that individual men and women acquire “international” rights and obligations as they do in connection with the laws and customs of war, so are they invested with the capacity of committing international offences, for which they personally may be held responsible, as well as the State to which they belong.

According to the text, under the Geneva Conventions, who or what of the following could be held responsible for violation of the rules of war?

- (A) Only individuals
 - (B) Only States
 - (C) Both individuals and States
 - (D) Only individuals in violation of the orders of their government
2. The following is an excerpt from Jane Austen’s novel *Mansfield Park* (1814). The novel’s protagonist, Fanny Price, returns home after many

years of living with her wealthy relatives at Mansfield Park.

Of her two sisters, Mrs. Price very much more resembled Lady Bertram than Mrs. Norris. She was a manager by necessity, without any of Mrs. Norris's inclination for it, or any of her activity. Her disposition was naturally easy and indolent, like Lady Bertram's; and a situation of similar affluence and do-nothingness would have been much more suited to her capacity than the exertions and self-denials of the one which her imprudent marriage had placed her in. She might have made just as good a woman of consequence as Lady Bertram, but Mrs. Norris would have been a more respectable mother of nine children on a small income.

According to the text, Mrs. Norris is

- (A) more capable than Mrs. Price.
 - (B) similar in personality to Mrs. Price.
 - (C) more lethargic than Mrs. Price.
 - (D) less respectable than Mrs. Price.
3. The trillion-dollar question is, when the ink dries, will the European Union be listed in the chapters of current events? Or will it be relegated to the annals of academia, its skeleton but a diplomatic case study of oil and water, its ashes little more than a Kennedy School lecture on the perils of collaboration between square pegs and round holes?

What is the main concern of the text?

- (A) Will the countries of the European Union end their conflicts peacefully or by resorting to an expensive arms race?
- (B) Will the European Union become obsolete and only read about in textbooks as a lesson in things that are dysfunctional?
- (C) Will the Kennedy School give frequent lectures about the European Union and its success?
- (D) Will the European Union extend loans to their members to ensure future success and prosperity for all countries?

4. The following text is adapted from F. Scott Fitzgerald's 1920 novel *This Side of Paradise*. The novel opens with the following character introduction of Fitzgerald's semi-autobiographical protagonist, Amory Blaine.

When Amory was five, he was already a delightful companion for her. He was an auburn-haired boy, with great, handsome eyes which he would grow up to in time, a facile imaginative mind, and a taste for fancy dress. From his fourth to his tenth year, he did the country with his mother in her father's private car, from Coronado, where his mother became so bored that she had a nervous breakdown in a fashionable hotel, down to Mexico City, where she took a mild, almost epidemic consumption. . .

So, while more or less fortunate little rich boys were defying governesses on the beach at Newport or being spanked or tutored or read to from "Do and Dare," or "Frank on the Mississippi," Amory was biting acquiescent bell-boys in the Waldorf, outgrowing a natural repugnance to chamber music and symphonies, and deriving a highly specialized education from his mother.

According to the text, Amory's upbringing and education can best be described as

- (A) demanding.
 - (B) scholarly.
 - (C) exhausting.
 - (D) unique.
5. "I'm Nobody! Who Are You" is a poem by Emily Dickinson, published in 1890.

I'm Nobody! Who are you?

Are you – Nobody – too?

Then there's a pair of us!

Don't tell! they'd advertise – you know!

How dreary – to be – Somebody!

How public – like a Frog –

To tell one's name – the livelong June –

To an admiring Bog!

Which choice best states the main idea of the text?

- (A) The public at large will recognize artists for their accomplishments.
- (B) Charitable giving is preferable to selfish accumulation of wealth.
- (C) It is better to be anonymous than to be famous.
- (D) Modern commercialism has impacted natural beauty.

6. The following is an adaptation from *The Three Stages of Clarinda Thorbald* by William T. Hamilton, Jr. In it, young Clarinda is waiting for the day of her wedding to arrive.

Clarinda sat in an old chair and read a thesis upon love, and she found set forth in this thesis that without love the world would not go around. Further, without love life would be but dross and hideous calamity. She also found therein that men have died from love, and women have languished in torments when it was unrequited.

According to the text, the message in the thesis that Clarinda reads can best be summarized as:

- (A) Love is not important to life since it leads to trivial distractions.
- (B) Love is essential to life; without it, life would be dreadfully dull.
- (C) Love takes hard work from both parties to be successful.
- (D) Love cannot be fully understood without a literary education.

7. The following is an excerpt from a letter by Mary Wollstonecraft. In it, she discusses a trip to Sweden and her observations of the Swedish servant class in the late 19th century.

The population of Sweden has been estimated from two million and a half to three million; a small number for such an immense tract of country, of which only so much is cultivated—and that in the simplest manner—as is absolutely requisite to supply the necessaries of life; and near the seashore, whence herrings are easily procured, there scarcely appears a vestige of cultivation. The scattered huts that stand shivering on the naked rocks, braving the pitiless elements, are formed of logs of wood rudely hewn; and so little pains are taken with the craggy foundation that nothing like a pathway points out the door.

According to the text, how does the author describe Sweden's relationship to its natural resources?

- (A) Overly exploiting them
- (B) Lacking in them
- (C) Not taking full advantage of them
- (D) Allowing foreigners to interfere with them

8. This is an adaptation of a letter written in April of 1775, shortly before the American Revolution, by John Adams under the pen name Novanglus. In it, he discusses the relationship between Great Britain and her colonies.

There is no provision in the common law, in English precedents, in the English government or constitution, made for the case of the colonies. It is not a conquered, but a discovered country. It came not to the king by descent, but was explored by the settlers. It came not by marriage to the king, but was purchased by the settlers . . . It was not granted by the king of his grace, but was dearly, very dearly earned by the planters, in the labour, blood, and treasure which they expended to subdue it to cultivation. It stands upon no grounds then of law or policy, but what are found in the law of nature, and their express contracts in their charters, and their implied contracts in the commissions to governors and terms of settlement.

According to the text, Adams most likely considered which of the following as most responsible for creating the colonies?

- (A) The British monarch
- (B) Foreign dominions
- (C) Settlers
- (D) The English government

9. The following text is adapted from William Shakespeare's 1609 poem "Sonnet 12," in which he addresses another person.

When I do count the clock that tells the time,
And see the brave day sunk in hideous night;
When I behold the violet past prime,
And sable curls, all silvered o'er with white;
When lofty trees I see barren of leaves,
Which erst from heat did canopy the herd,
And summer's green all girded up in sheaves,
Borne on the bier with white and bristly beard,
Then of thy beauty do I question make,
That thou among the wastes of time must go

What is the main idea of the text?

- (A) Love for the person the narrator addresses endures just as much as the beautiful things found in nature.
- (B) The beauty of the person the narrator addresses is just as fleeting as natural beauty.
- (C) To attain true serenity, it is most helpful to meditate in a setting surrounded by beautiful living things.
- (D) When time goes by too quickly, one can seemingly slow time's passage through contemplation.

10. The following excerpt is from Mary Shelley's 1826 novel *The Last Man*.

I am the native of a sea-surrounded nook, a cloud-enshadowed land, which, when the surface of the globe, with its shoreless ocean and trackless continents, presents itself to my mind, appears only as an inconsiderable speck in the immense whole; and yet, when balanced in the scale of mental power, far outweighed countries of larger extent and more numerous population. So true it is, that man's mind alone was the creator of all that was good or great to man, and that Nature herself was only his first minister. England, seated far north in the turbid sea, now visits my dreams in the semblance of a vast and well-manned ship, which mastered the winds and rode proudly over the waves.

According to the text, England is a country that

- (A) is limited in its influence due to its unfavorable geography.
- (B) he has not personally visited, but dreams of with great frequency.
- (C) has exceeded what might be expected of it given its size and location.
- (D) has weather that made him determined to seek a more pleasant climate.

Answer Explanations

1. **(C)** The text references the punitive liability of individuals if they were to commit war crimes and mentions that that same liability applies to states: "so are (individuals) invested with the capacity of committing international offences, for which they personally may be held responsible, as well as the State to which they belong." Thus, choice (C) is the correct answer.
2. **(A)** The text compares Mrs. Price to her sisters, indicating that Mrs. Price is more inclined to the idleness of Lady Bertram than the vigor of Mrs. Norris, so choice (A) is correct. Choice (B) falsely implies that Mrs. Price and Mrs. Norris are comparable, (C) suggests that Mrs. Price is the industrious one, and (D) wrongly indicates that Mrs. Price's negative qualities make her more respectful.

3. **(B)** The text poses the question of whether the European Union will survive. An appropriate paraphrasing can be found in choice (B). The text does not indicate an arms race as in (A). The concern is not actually whether lectures will be given about the European Union, but instead if it will become something purely historical, making (C) incorrect. Finally, the text does not focus on the possibility of loans for European Union members, making (D) incorrect.
4. **(D)** The text indicates that Amory's upbringing is unlike other "little rich boys" and that his education is "highly specialized," making choice (D) correct. Choices (A) and (C) are not supported since the text describes Amory's youth as one of advantage and leisure. While Amory was certainly educated, his knowledge came from atypical experiences rather than from the more conventional scholarly methods, making (B) incorrect.
5. **(C)** The poem starts by saying that one shouldn't tell anyone else about who they are, and then goes on to discuss how dreary it would be to be well-known. Hence, the main idea of the text is that it is better to be anonymous than famous. It is not (A) because the poem emphasizes how good or bad it is to be known, not whether the public will recognize the accomplishments of artists. It is not (B) because the focus of the poem is on fame, not distribution of wealth. It is not (D) because while nature is mentioned in passing—the frog and the bog—these are metaphorical references to how well-known someone might be.
6. **(B)** The text indicates that the thesis that Clarinda reads states that "without love, the world would not go around," and that "life would be but dross and hideous calamity." In other words, without love, life would be dull and disastrous. Choice (A) would be the opposite of the intended meaning; (C) may be true but is not suggested in this text; choice (D) is incorrect because while understanding literature may be helpful to better understanding love, given that Clarinda is reading a thesis, it is not suggested that it cannot be fully understood without a literary education.

7. **(C)** Wollstonecraft describes Sweden as cultivating only “so much” of the immense tract of its land, suggesting that Sweden is not taking full advantage of its natural resources. It is not choice (A), since she argues they are not using the resources as much as they could. It is not (B) because she mentions Sweden as having an immense tract of land. It is not (D) because she does not discuss foreign interference with the resources.
8. **(C)** In the text, Adams clearly states that in his view, the colonies came to be acquired through the diligence of the settlers, not from some other source. He states the colonies were “very dearly earned by the planters, in the labour, blood, and treasure which they expended to subdue it to cultivation.” The other options would ascribe creation of the colonies to foreign sources, which the text does not support.
9. **(B)** The narrator alludes to various things that deteriorate in appearance as time goes by—violets, trees, the sun, for example. The narrator ends the excerpt by saying “Then of thy beauty do I question make / That thou among the wastes of time must go.” In other words, the narrator is starting to question whether the person he is addressing will waste away like the objects observed from nature. This makes (B) correct, since “fleeting” means “temporary.” It is not (A) because the narrator is highlighting the temporary nature of things, not their permanence. It is not (C) because the narrator does not indicate that being surrounded by natural beauty will curtail his negative thoughts. It is not (D) because the narrator emphasizes the inevitable decay of things instead of the power to slow the apparent passage of time.
10. **(C)** In the first part of the text, the speaker discusses the “sea-surrounded nook” on which he lives. Later in the paragraph, this “nook” is revealed to be England. All of the text is a discussion of England. In discussing England, the speaker says that it “appears only as an inconsiderable spec in the immense whole; and yet, when balanced in the scale of mental power, far outweighed countries of larger extent and more numerous population.” In short, he is saying that while England is small, it is disproportionately powerful. This makes (C) the best choice. Choice (A) is incorrect because while the

geography is unfavorable, its influence hasn't been limited. Choice (B) is incorrect because the speaker lives in England. Choice (D) is incorrect as we have no evidence that the speaker wants to move to a better climate.

Quantitative Evidence

Sample Question Language

- Which choice most effectively uses data from the table to complete the example?
- Which choice best describes data from the table that support the scientist's claim?
- Which choice best describes data from the graph that weakens the researcher's claim?

How Can You Succeed on Quantitative Evidence Questions?

- **Take time to fully grasp the claim or conclusion in the text.** Read the entirety of the text, but read the last sentence especially closely as that is where the claim or conclusion is likely to be stated. Carefully review the key, labels, and headings of the graph. The graphs will come in a variety of forms—circle graphs, tables, and linear charts. Be patient as you familiarize yourself with the organization of the graph before you dive into the quantitative evidence questions. You likely will not need to fully understand every bit of data presented in the graph to answer the question; focus on the big picture.
- **Watch the scales on the axes.** Sometimes the least value in a graph will be at zero; other times, the least value may be at a higher number. Also, sometimes the spacing between numbers on the x -axis may be different from that on the y -axis. Avoid careless mistakes on the quantitative evidence questions by paying close attention to where the numbers begin and the separation between data points.
- **Limit yourself to the evidence provided.** Even if you have background knowledge on the data presented in the graph, base your analysis solely on the information provided. The SAT will not expect you to have specific knowledge on the information in the graphs; the

test will provide you with the information you need to draw reasonable conclusions.

- **Use trends in the chart to make predictions.** If a question asks you to make a prediction for a scenario not pictured in the graph, use the trends evident in the data presented to make a reasonable prediction. See if the numbers are increasing or decreasing, and if they seem to be doing so in a linear or exponential way. The SAT will not try to “trick” you by having you make extremely precise predictions—the answers will be far enough apart from one another that you can make a good estimate to be correct.

Quantitative Evidence Skill-Building Exercise

Before we dive into the actual Quantitative Evidence questions, let’s begin with this exercise in graph interpretation. This drill will help you build the skills necessary to succeed on the Quantitative Evidence questions.

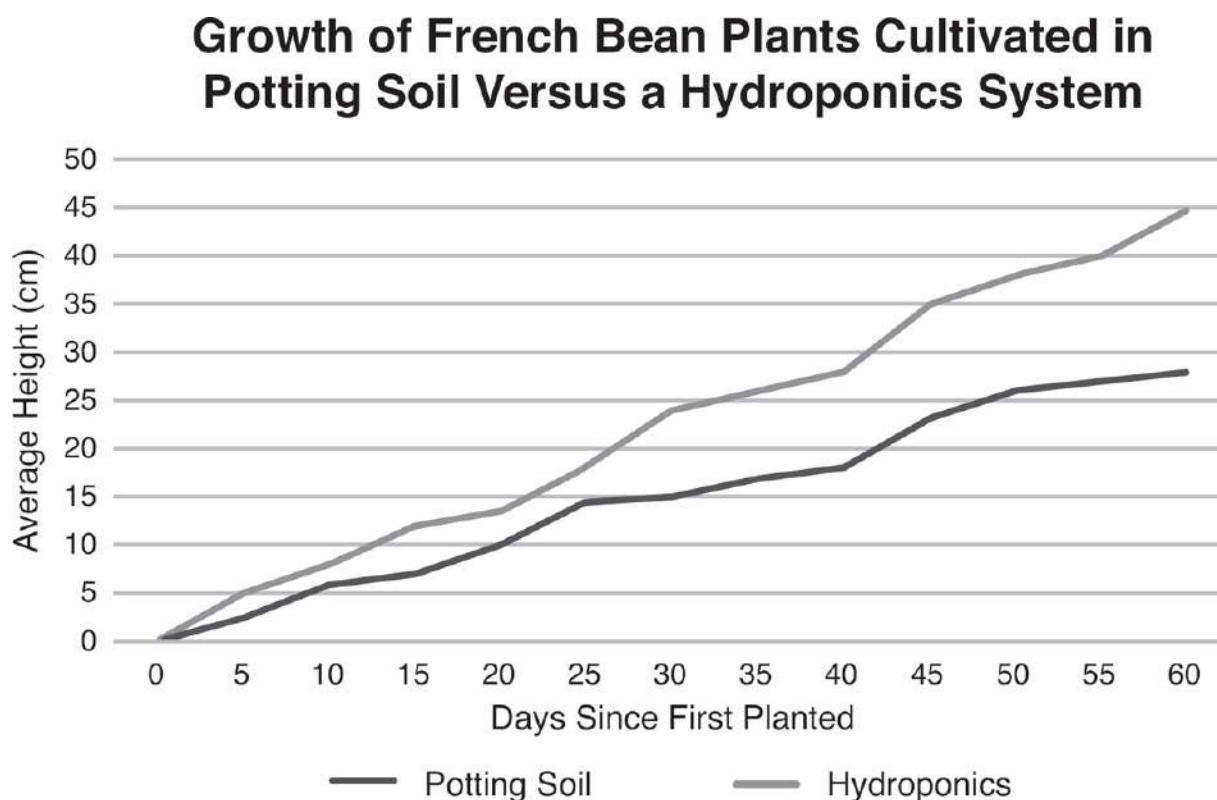


Figure 1

Scientists monitored the growth of French bean plants over a period of two months. The average height of the French bean plants in potting soil versus a hydroponics system was charted over time.

1. According to [Figure 1](#), what was the average height of the French bean plants that were planted in the potting soil 30 days after being planted?
 - (A) 12 cm
 - (B) 15 cm
 - (C) 26 cm
 - (D) 30 cm
2. The information in [Figure 1](#) most strongly suggests that
 - (A) planting French bean plants in either hydroponics or in potting soil gives similar results.
 - (B) planting French bean plants in either hydroponics or in potting soil negatively affects the plant growth.
 - (C) planting French bean plants in hydroponics generally results in greater plant height than when French bean plants are planted in potting soil.
 - (D) planting French bean plants in potting soil generally results in greater plant height than when French bean plants are planted in hydroponics.
3. Based on [Figure 1](#), at the completion of the observation period, approximately how great a difference was there between the average French bean plant height from the potting soil group and the average French bean plant height from the hydroponics group?
 - (A) 12 cm
 - (B) 17 cm
 - (C) 28 cm
 - (D) 45 cm

**Average Annual Fuel Wasted Due to Traffic Congestion
(Measured in Millions of Gallons of Gasoline)**

City Name	City Population Profile	Year 1985	Year 1990	Year 1995	Year 2000	Year 2005	Year 2010
Anchorage, Alaska	<i>Small</i>	0.9	1.5	2.3	3.2	3.7	4.0
Boston, Massachusetts	<i>Very Large</i>	29.5	38.6	43.9	59.0	65.4	67.3
Dayton, Ohio	<i>Medium</i>	2.4	3.5	5.0	6.8	7.2	7.1
Los Angeles, California	<i>Very Large</i>	119.9	148.3	182.9	211.6	242.1	238.4
Orlando, Florida	<i>Large</i>	3.6	7.1	10.5	15.9	21.3	21.9
Salt Lake City, Utah	<i>Large</i>	3.0	4.0	5.7	9.4	12.6	13.2

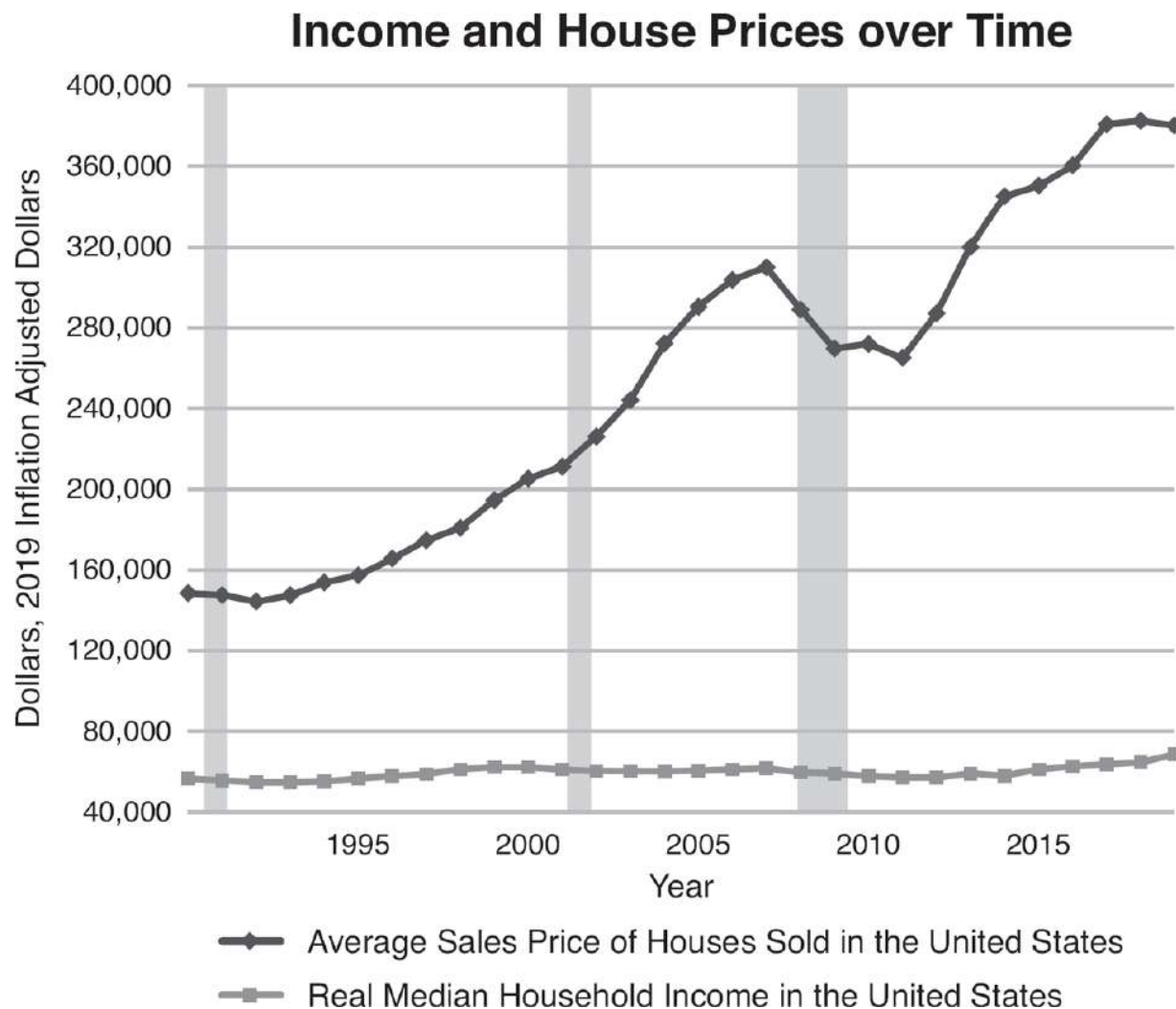
Source: www.bts.gov/content/annual-wasted-fuel-due-congestion

Figure 2

4. Based on [Figure 2](#), between the years 1985 and 2010, the average annual fuel wasted due to traffic congestion in the very large cities in the table roughly
 - (A) doubled.
 - (B) tripled.
 - (C) quadrupled.
 - (D) quintupled.

5. Another city is added to [Figure 2](#) and has an average annual fuel wasted due to traffic congestion in the year 2000 of 12 million gallons of gasoline. Based on the overall pattern in the figure, what is the most likely population category of this city?
 - (A) Small
 - (B) Medium
 - (C) Large
 - (D) Very Large

6. An economist hypothesizes that during an economic downturn, some cities may see a decrease in their average annual fuel wasted due to traffic congestion. If that were the case, based on Figure 2, during which of the following years would the economist most likely conjecture that an economic downturn took place?
- (A) 1988
 - (B) 1997
 - (C) 2000
 - (D) 2007



Sources: Census; HUD

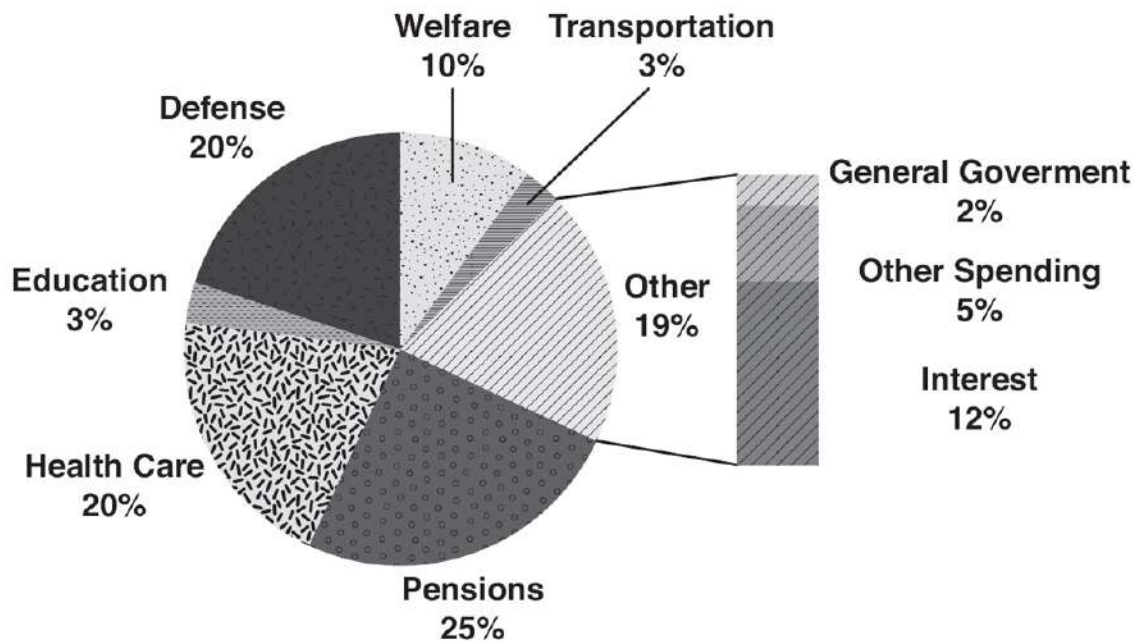
Data and table gathered from the St. Louis Federal Reserve: <https://fred.stlouisfed.org>

Note: Gray areas indicate economic recessions.

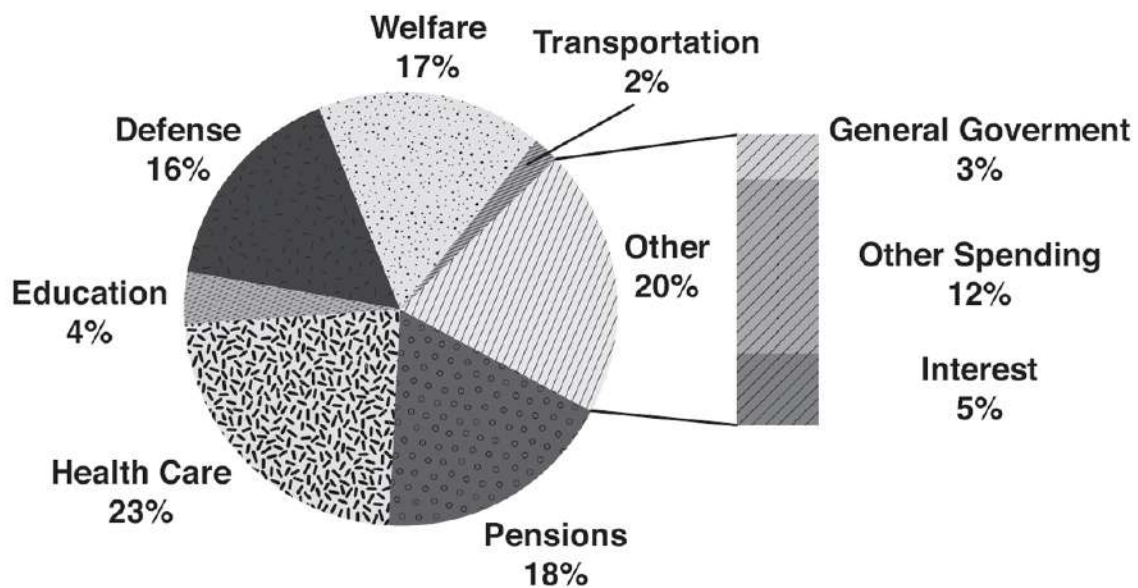
Figure 3

7. Which statement best generalizes the overall trend in Figure 3 in the real median household income in the United States over the time from 1995 to 2010?
- (A) It increases exponentially.
 - (B) It decreases exponentially.
 - (C) It stays relatively constant.
 - (D) There is insufficient information to make a determination.
8. Which of the following is an accurate statement about the trend in Figure 3 in the average sales prices for homes in the United States before and after economic recessions?
- (A) They consistently decrease.
 - (B) They consistently increase.
 - (C) They remain the same.
 - (D) They sometimes increase and sometimes decrease.
9. The information in Figure 3 would lend the greatest direct support to which of the following points of view?
- (A) A home has become increasingly unaffordable for the typical household in the United States.
 - (B) Families in the United States would find more affordable housing in other countries.
 - (C) The very least expensive houses in the United States have steadily increased in value.
 - (D) The monthly payment to purchase a home paid by a typical household in the United States has decreased over the past three decades.

U.S. Government Spending Allocations in 2000



U.S. Government Spending Allocations in 2020



Source: govinfo.gov

Figure 4

10. According to [Figure 4](#), which spending categories were the largest in 2000 and in 2020 respectively?
- (A) “Other” in both
 - (B) Pensions, Health Care
 - (C) Defense, Welfare
 - (D) Health Care, Defense
11. Which of the following facts, if added to [Figure 4](#), would give the reader a more precise understanding of spending categories of the United States government in the year 2020?
- (A) The budgets for each of the individual states
 - (B) The total spending of the U.S. government in 2010
 - (C) The popularity of the different U.S. political parties in 2020
 - (D) What comprises the “other spending” category
12. Based on [Figure 4](#), a U.S. Federal budget analyst in 2000 as compared to one in 2020 would be more likely to be concerned about overspending on which of the following categories?
- (A) Education
 - (B) Interest
 - (C) Health Care
 - (D) Welfare

Answer Explanations

1. **(B)** Follow the darker line that represents the potting soil, and find what the y value is when the x value is at 30—it is 15 cm.
2. **(C)** For all the days after the start of the study, the beans cultivated in the hydroponics system had an average height greater than the beans cultivated in the potting soil. Therefore, the graph most strongly suggests that planting French bean plants in hydroponics generally

results in greater plant height than when French bean plants are planted in potting soil. It is not choice (A) because the results diverge, and it is not choice (B) because the plants do indeed grow, suggesting that there is not a negative impact from these environments.

3. **(B)** The graph provides 60 days of observations, so look at the final set of points on the far right side of the graph to compare. At 60 days, the hydroponics sample has an average height of 45, while the potting soil sample has an average height of 28. Subtract 28 from 45 to get 17 cm as the difference in height.
4. **(A)** The two very large cities in the table are Boston and Los Angeles. Their average annual fuel wasted due to traffic congestion roughly doubled between 1985 and 2010, with Boston's going from 29.5 to 67.3, and L.A.'s going from 119.9 to 238.4.
5. **(C)** In the year 2000, the large city of Orlando had 15.9, and the large city of Salt Lake City had 9.4. An unknown city with a level of 12 would come closest to the levels of these large cities.
6. **(D)** Between the years 2005 and 2010, the level in Dayton decreased from 7.2 to 7.1, and the level in Los Angeles decreased from 242.1 to 238.4. Since these are the only examples of a decrease in average annual fuel waste over a period of time, the economist would likely believe that during the interval of 2005–2010, an economic downturn took place. The only option that has a year within this interval is 2007.
7. **(C)** The real median household income is represented by the lower line, and in the interval between 1995 and 2010, it stays relatively constant.
8. **(D)** In the first and third economic recessions indicated in the graph, in the years 1991 and 2008, the average sale price of houses sold in the United States decreased. In the second economic recession in 2001, the average increased. Therefore, it would be accurate to say that the average sales prices for homes in the United States sometimes increase and sometimes decrease after recessions.

9. **(A)** In 1990, the average home price was approximately 150,000, while the average household income was around 55,000—the home price was about three times that of household income. By 2019, the home price was approximately 380,000, while household income was around 70,000—the home price was then about five times that of household income. Given the increase in the ratio over time, it would be reasonable to state that based on this data, a home has become increasingly unaffordable for the typical U.S. household. It is not choice (B) because there is nothing in the graph to compare home prices in the United States to those in other countries. It is not choice (C) because only the average sales prices of homes are presented—there is no breakdown into least expensive vs. most expensive homes. And it is not choice (D) because the amount a household must pay per month to buy a house is not presented; it is possible that factors other than the home price, such as interest rates and taxes, would affect the average monthly payment.
10. **(B)** “Respectively” is a word that sometimes comes up in questions, meaning that the descriptions apply in the order the items are mentioned—in this situation it means that the first adjective will apply to the first item, and the second adjective will apply to the second term. In the year 2000, pensions were the largest category at 25% of government spending. In the year 2020, health care was the largest category at 23% of government spending.
11. **(D)** In the 2020 graph, 12% of the overall government spending is labelled as “other.” It would help the reader have a more precise understanding of spending categories in 2020 if a detailed breakdown of what comprised the “other” category were provided. It is not choice (A) because the graph provides information on the overall U.S. government spending, not on individual state spending. It is not choice (B) because while this would help a reader better understand the amount of money spent, it would not help clarify what the spending categories were. And it is not choice (C) because even with an understanding of the popularity of different political parties, there

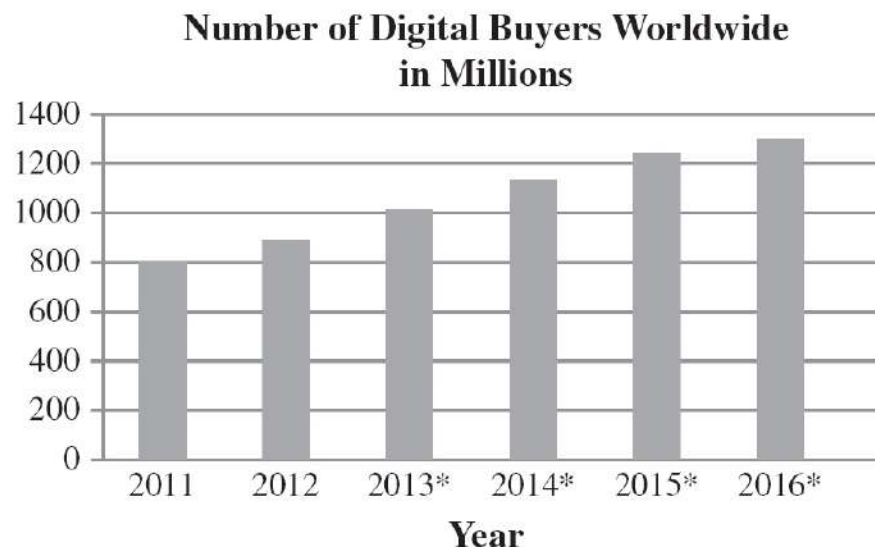
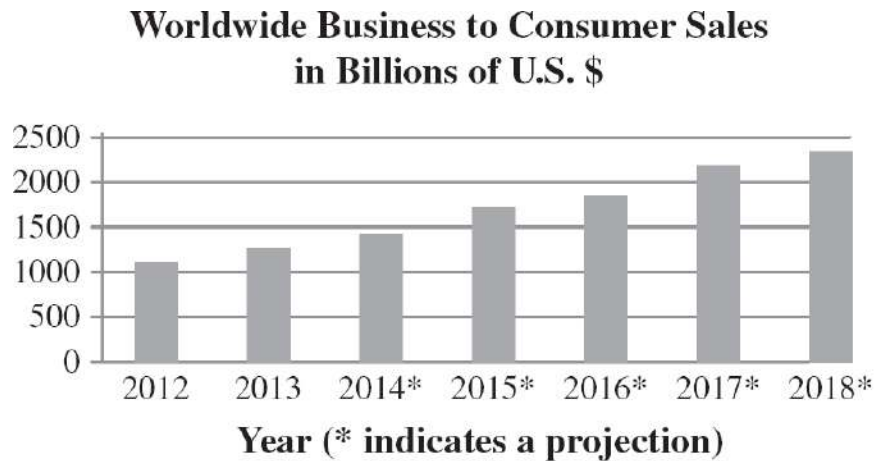
would not necessarily be clarity on the makeup of the government spending.

12. **(B)** In the year 2000, interest represented 12% of U.S. government spending, while in 2020, interest represented 5%. So, it would be reasonable to conclude that a federal budget analyst would be more concerned about overspending on interest in 2000 than in 2020. The other three categories all *increased* in their percentage of federal spending from 2000 to 2020, so it would be more likely that an analyst would be concerned about overspending in these categories in 2020, not in 2000.

Quantitative Evidence Question

Now that we have warmed up with the previous exercise, let us do an example of what you will actually see on the SAT for this type of question.

› Example



Source: Adapted from [Statista.com](https://www.statista.com)

Through observations of foot traffic at local shopping malls over a five-year period between 2011 and 2016, a student concludes that most consumers are increasingly interested in shopping at in-person locations. The student argues that while consumers may be aware of the possibility of Internet shopping, they are not showing an increased interest in purchasing items using an Internet-based platform.

Which choice best describes data from the figures that would weaken the student's argument?

- (A) The worldwide number of digital consumers and the worldwide business to consumer sales have an inverse relationship.

- (B) Worldwide business to consumer sales and the number of digital consumers both consistently increased from 2011–2016.
- (C) While consumers increasingly spent their money on Internet-based platforms between the years 2011–2016, consumers significantly curtailed the amount of money they spent at physical store locations.
- (D) The amount of digital consumer spending leveled off in the years 2015 and 2016, demonstrating an increasing reluctance to embrace a new medium for shopping.

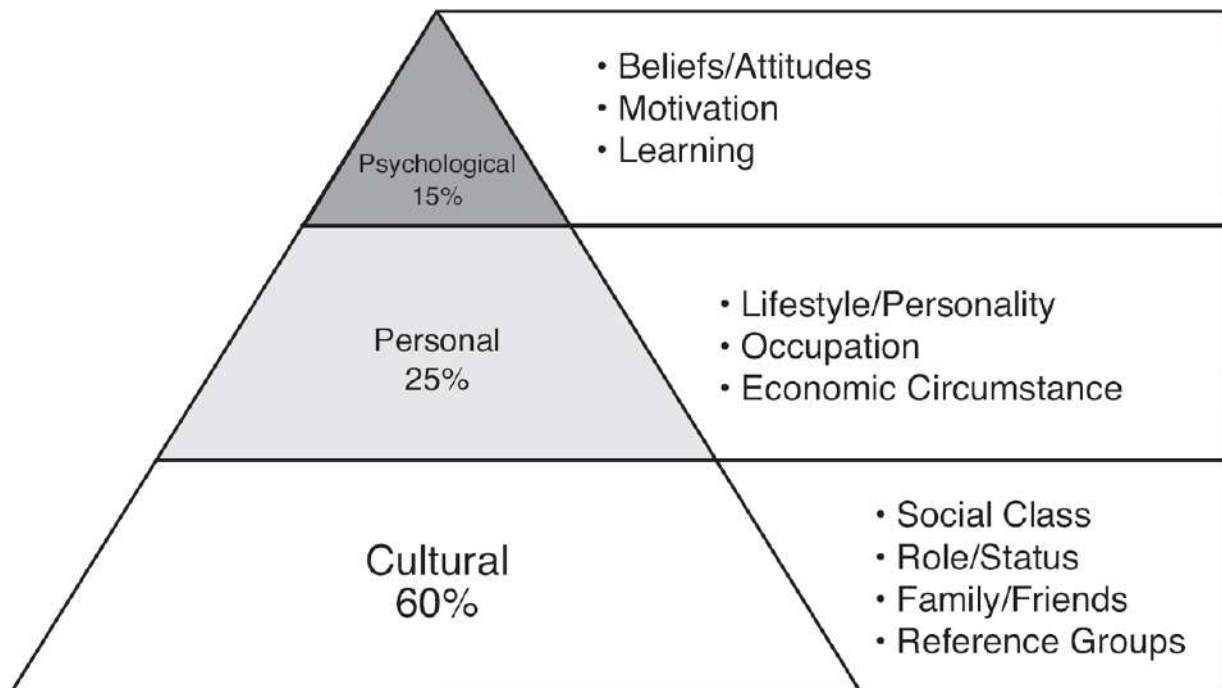
► Answer Explanation

Start by reading the text and the question. On quantitative evidence questions, the primary claim, conclusion, or hypothesis is typically stated in the final sentence of the text. So, while you should read the entirety of the text, be certain to read the final sentence of the text very carefully. The main argument expressed in the text is that while consumers are aware of Internet shopping, they are not actually purchasing items over the Internet. The question asks us to find data from the figures that would hurt the student's argument—in other words, we need data that shows that consumers are purchasing items over the Internet. Now, let's examine the figures to find evidence of this. [Figure 1](#) shows that business to consumer sales consistently increased over this time. [Figure 2](#) shows that the number of digital buyers increased over this period. Let's evaluate the choices. It is not (A) because there is a positive correlation between the sales and consumers, not an inverse relationship. It is not (C) because there is no information in the figures about how much money consumers spent at physical store locations. It is not (D) because the amount of digital consumer spending increased, not leveled off; also, this claim would support the author's argument rather than undermine it. The correct answer is choice (B) because it cites evidence about the increase in Internet spending that hurts the author's argument.

Practice Questions

1.

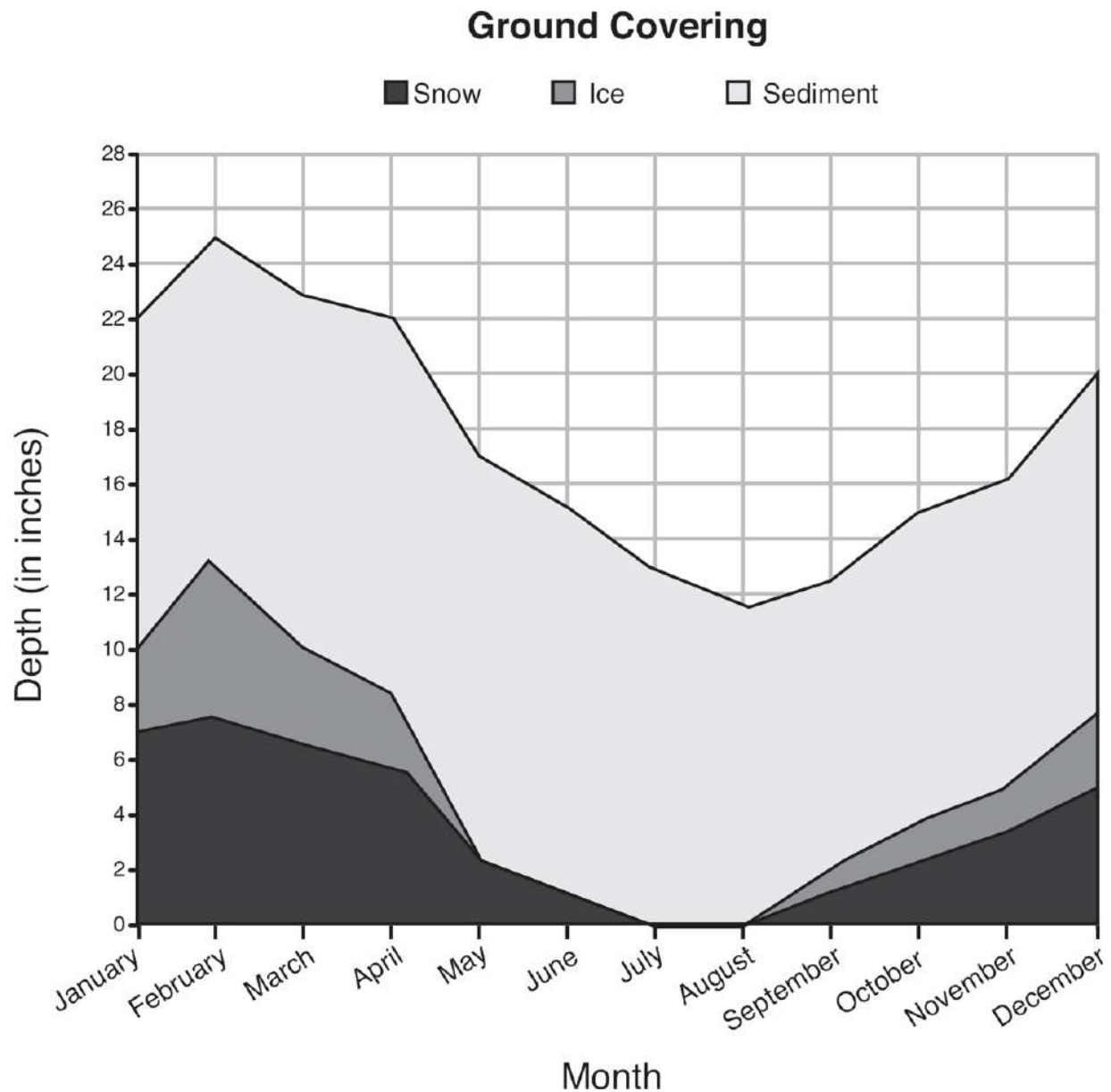
Factors Influencing Consumer Behavior



Market researchers have found that consumer behavior is influenced by many factors. Some factors, like motivation and learning, are based on concrete mental actions over which consumers feel they have a choice. While consumers may want to feel they are in control of their purchasing decisions, psychological factors are only about 15% of what influences their commercial behavior. Personal and cultural factors, largely outside of a consumer's psychological control, constitute a/an _____

Which choice most effectively uses information from the graph to complete the statement?

- (A) mere 25% of what influences consumers.
- (B) significant 60% of the factors affecting consumers.
- (C) important component of what consumers learn.
- (D) much larger 85% of what impacts consumer behavior.

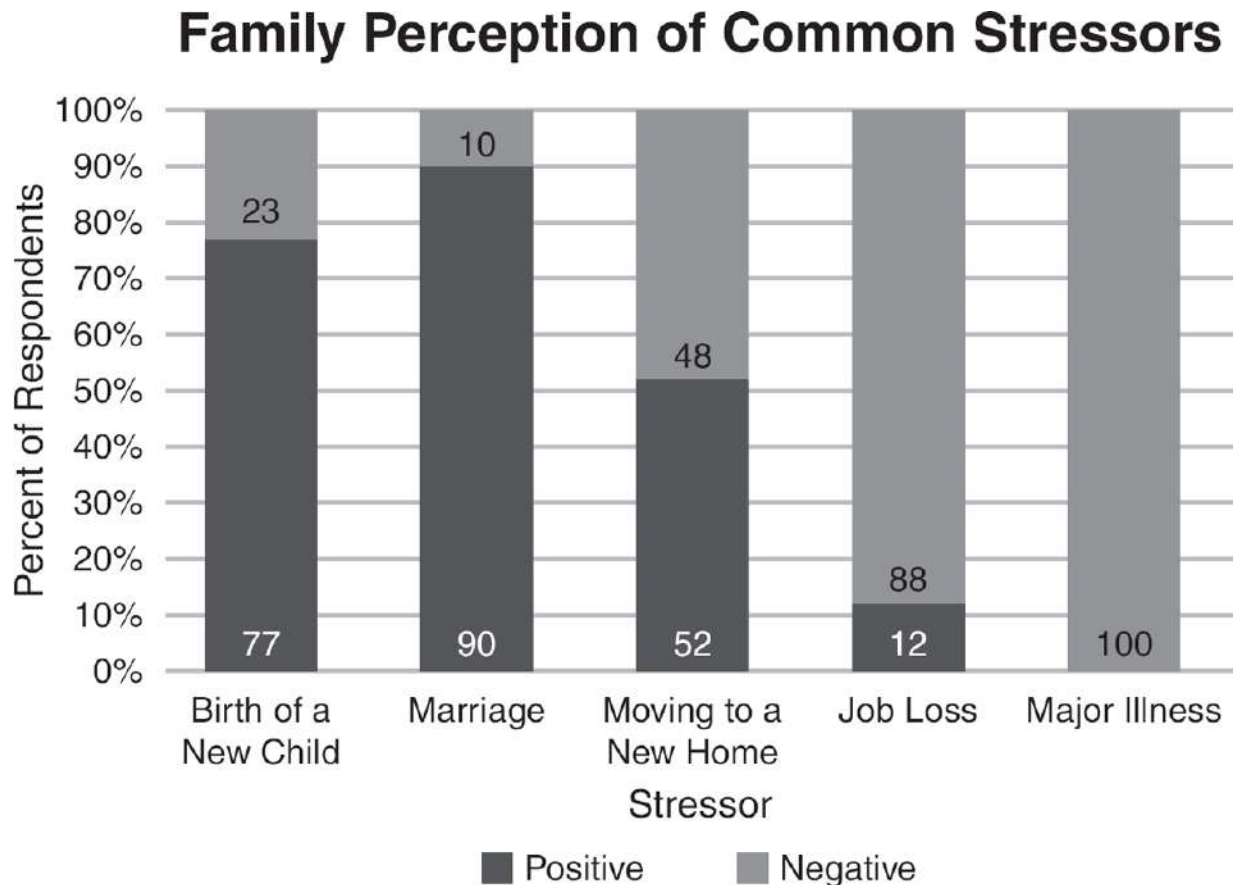


Depending on the time of year, different substances play a greater role in providing ground covering. In the winter months, ice and snow can together constitute nearly half of what covers the ground in a given area. In the summer, the ice and snow melt away, leaving virtually nothing but sediment on the ground. So, while the ice and snow will vary quite a bit from month to month, the amount of sediment on the ground _____

Which choice most effectively uses data from the graph to complete the example?

- (A) remains roughly the same depth throughout the year.
- (B) is thickest in February.
- (C) is thinnest in August.
- (D) increases in depth from August to December.

3.



Scientists studied 164 families over a period of five years. During that time, the researchers recorded the families' perceptions of well-known stressors as positive or negative. The results of this study are summarized in the figure above.

Some researchers argue that knowledge about the typical family perception of common stressors can be helpful to psychologists in anticipating what life events are most likely and least likely to cause patients stress. A college professor takes a different approach, arguing that some events are not consistently viewed as positive or negative by patients, making it more challenging for psychologists to predict how patients will perceive life events.

Which choice gives an example from the table that the college professor would most likely cite to support her argument?

- (A) Birth of a new child
- (B) Marriage
- (C) Moving to a new home
- (D) Job loss

4.

Antibiotic	Year Discovered	Year Resistant Bacteria Discovered
Penicillin	1941	1942 Penicillin-resistant <i>Staphylococcus aureus</i>
		1967 Penicillin-resistant <i>Streptococcus pneumoniae</i>
		1976 Penicillinase-producing <i>Neisseria gonorrhoeae</i>
Vancomycin	1958	1988 Plasmid-mediated vancomycin-resistant <i>Enterococcus faecium</i>
	2002	Vancomycin-resistant <i>Staphylococcus aureus</i>
Amphotericin B	1959	2016 Amphotericin B-resistant <i>Candida auris</i>
Methicillin	1960	1960 Methicillin-resistant <i>Staphylococcus aureus</i>
Azithromycin	1980	2011 Azithromycin-resistant <i>Neisseria gonorrhoeae</i>
Caspofungin	2001	2004 Caspofungin-resistant <i>Candida</i>
Daptomycin	2003	2004 Daptomycin-resistant methicillin-resistant <i>Staphylococcus aureus</i>
Ceftazidime-avibactam	2015	2015 Ceftazidime-avibactam-resistant KPC-producing <i>Klebsiella pneumoniae</i>

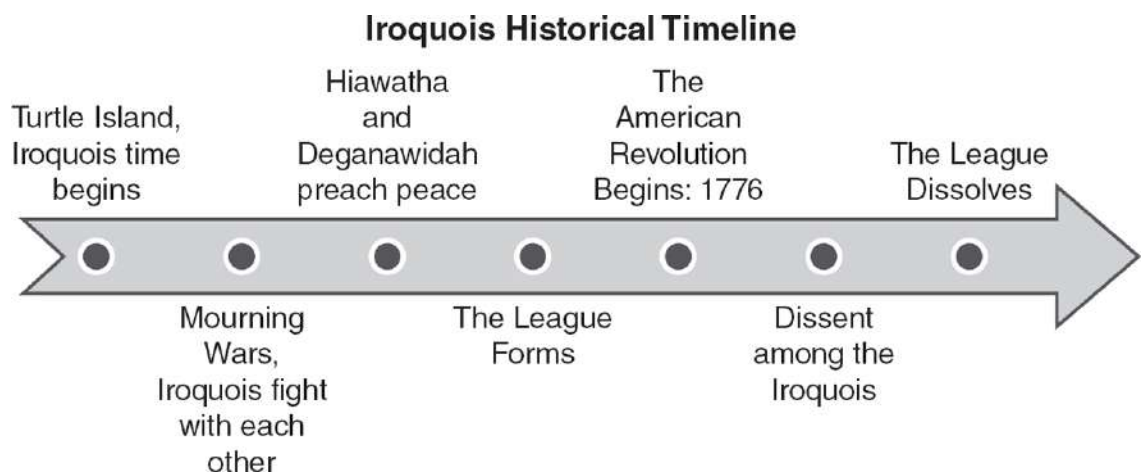
Information in table sourced from <https://www.cdc.gov/drugresistance/about.html>

It is critical that doctors not overprescribe antibiotics to patients. While it is difficult for a doctor to ignore the illness of the patient in their immediate care, they must consider that by prescribing antibiotics to those patients not in an acute situation, they might be contributing to the development of antibiotic-resistant bacteria. The increasing speed at which antibiotic-resistant bacteria develop after the discovery of a new antibiotic underscores the critical need for doctors to be prudent in their prescriptions.

Which choice best describes data from the table that supports the writer’s argument?

- (A) After all—penicillin had antibiotic-resistant bacteria discovered not once, not twice, but three times over the years.
- (B) Impressively, biologists were able to craft an antibiotic that managed to avoid becoming antibiotic resistant for over five decades: Amphotericin B.
- (C) Some antibiotics are simply not as effective as others; methicillin, for example, had an antibiotic-resistant strain of bacteria discovered in the very same year the antibiotic was created by scientists.
- (D) While it took thirty years before an antibiotic-resistant bacteria for vancomycin to form, an antibiotic-resistant bacteria to the newer ceftazidime-avibactam developed in the same year the drug was introduced.

5.



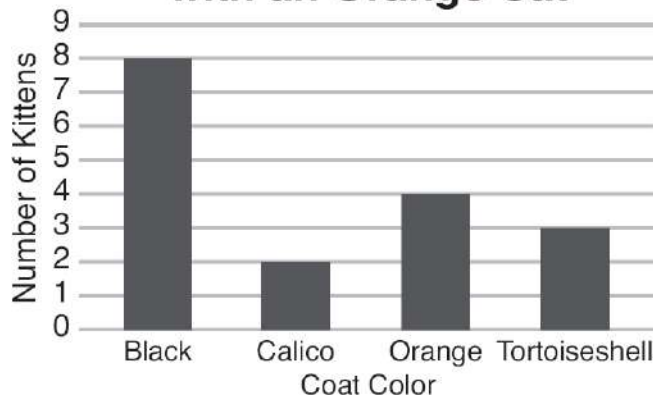
During the colonial era, when the Iroquois remained unified, they represented a major obstacle to the advancement of European settlers on the American continent. Once the Iroquois became disunited, however, they became a less formidable opponent to settlers, eventually leading to their conquest. The historical turning point from the period of Iroquois unity to disunity is typically seen as

Which choice most effectively uses data from the timeline to complete the example?

- (A) Turtle Island
- (B) Mourning Wars
- (C) the American Revolution
- (D) the Dissolution of the League

6.

**Kitten Coat Colors of Two Litters
from Breeding a Calico Cat
with an Orange Cat**

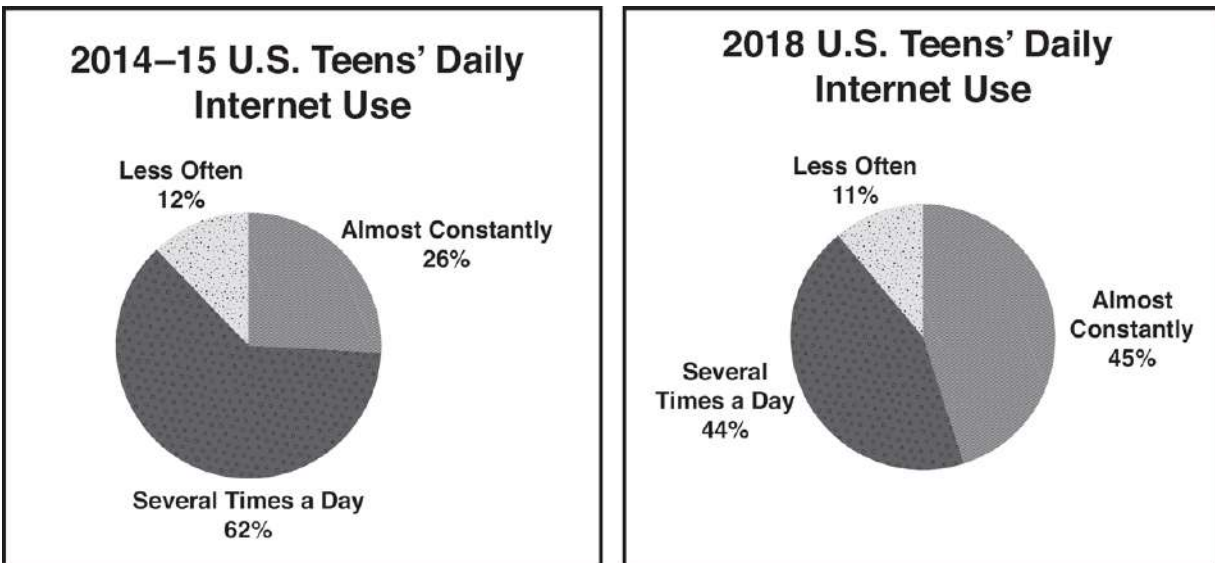


Tortoiseshell cats have a coat that contains a mixture of orange and black fur, while calico cats have orange, white, and black patches. Cats with these two coat variations have a lot in common, including the reason why they have both orange and black fur. Nearly all tortoiseshell and calico cats are female. This is because the gene that dictates whether the cat's fur is orange or black is located on the X chromosome. Since male cats have XY chromosomes, they will usually only have one allele coding for either orange fur or black fur. As indicated in a recent breeding study in which a calico cat was bred with an orange cat, with the results in the accompanying graph, it is most likely that these two groupings of cat coloration would have some male members: _____

Which choice most effectively uses data from the chart to complete the example?

- (A) Calico and black
- (B) Tortoiseshell and calico
- (C) Orange and black
- (D) Orange and tortoiseshell

7.



Adapted from [pewresearch.org](https://www.pewresearch.org).

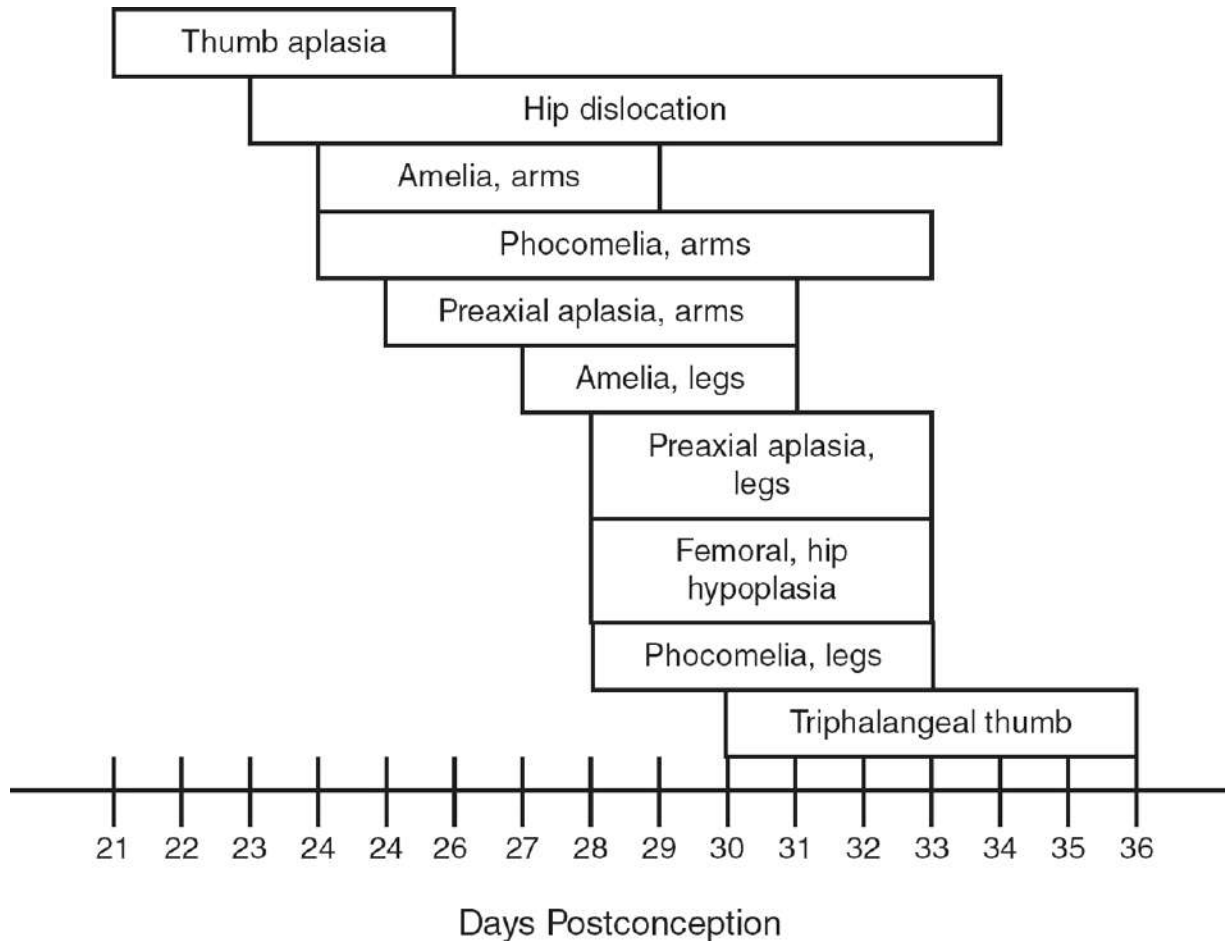
To investigate the popularity of web usage by high school students, a sociologist utilized a study from the 2010s that asked teens not just if they used the Internet, but how frequently they used the Internet daily. The sociologist concluded that between the years of 2014 and 2018, while there was not a significant change in those teens who chose to use the Internet, the frequency of their Internet use increased significantly.

Which choice best describes data from the graphs that support the sociologist's conclusion?

- (A) The percentage of teens who reported using the Internet almost constantly increased from 26% to 45% between 2014 and 2018.
- (B) Teens who reported using the Internet less often slightly decreased between 2014 and 2018, going down a full percentage point.

- (C) The total percentage of teens who either use the Internet several times a day or almost constantly remained roughly the same between the years 2014 and 2018.
- (D) The total number of teenage Internet users increased significantly between the years 2014 and 2018.

8.



Critical exposure periods for thalidomide-associated developmental defects during human development. Source: *Thalidomide: The Tragedy of Birth Defects and the Effective Treatment of Disease*, by James Kim. Published in 2011.

Thalidomide was marketed toward pregnant women in the mid-1900s with promises to alleviate morning sickness. What the pharmaceutical company that marketed this drug and consumers did not know is that the reaction behind the making of this drug produced two products

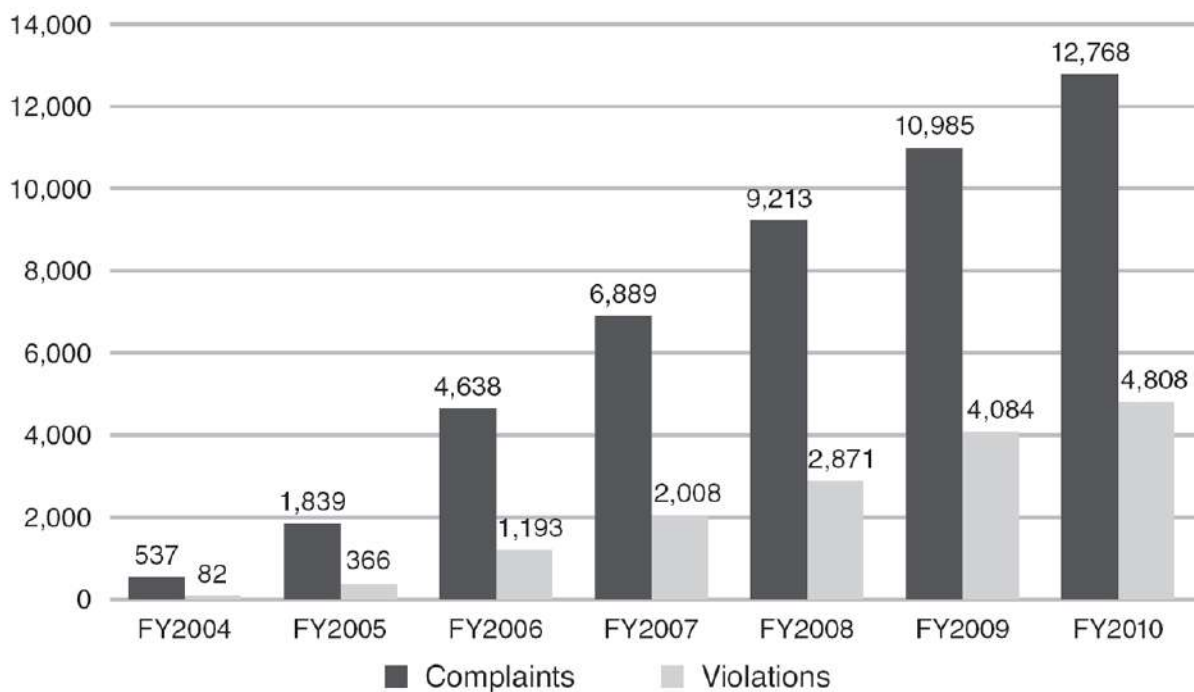
with remarkably similar structures. One structure was a sedative while the other was teratogenic, meaning it could disrupt the development of a fetus. The drug was banned from production after this fact was realized, but not before countless children around the world had been born with severe birth defects. In fact, if the drug had been administered at the following interval after conception, it could potentially cause multiple birth defects: _____

Which choice most effectively uses data from the chart to complete the example?

- (A) days 21–23.
- (B) days 24–26.
- (C) days 27–31.
- (D) days 32–35.

9.

Department of Housing Preservation and Development (HPD) Bedbug Complaints and Violations—FY 2004–2010



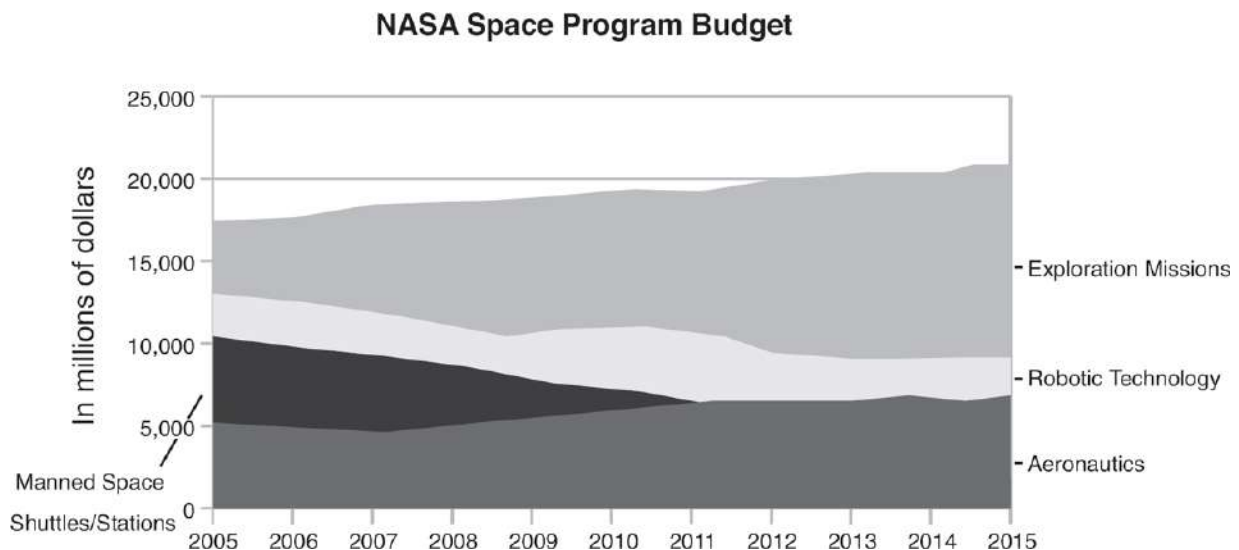
(Source: NYC Department of Housing Preservation and Development)

Bedbug infestations present a major threat to the safety and comfort of people living in major urban areas. Once bedbug infestations take hold, they are very difficult to stop. While bedbugs are a significant concern, sometimes residents take advantage of the fear of bedbugs to make unwarranted complaints. One government official concludes that there is little to no connection between bedbug complaints and actual bedbug violations.

Which choice best describes data from the chart that would weaken the government official's conclusion?

- (A) While there were 12,768 bedbug complaints in 2010 in New York City, there were only 4,808 actual bedbug violations that year.
- (B) The number of bedbug violations never rose above 5,000 in any given year between 2004 and 2010 in New York City.
- (C) There is a direct correlation between bedbug complaints and bedbug violations in New York City between 2004 and 2010.
- (D) In 2012, there were no recorded bedbug violations, demonstrating that a governmental policy to encourage bedbug complaints is unwarranted.

10.



Between the years 2008 and 2015, the NASA space program had changing priorities. At the beginning of the time period, manned space missions were a significant component of the program budget, while towards the end of the time period, exploration missions took on a greater role. One thing that was constant, however, was growth in the overall NASA budget. One component of the budget consistently mirrored the changes in the overall NASA budget over this time period: _____

Which choice most effectively uses data from the chart to complete the statement?

- (A) exploration missions.
- (B) robotic technology.
- (C) space shuttles/stations.
- (D) aeronautics.

Answer Explanations

1. **(D)** This is the only option that provides the accurate sum of the personal and cultural factors from the graph: 25% for personal, 60% for cultural, making a total of 85% for them both. Choices (A) and (B) do not provide the total sum, and (C) is too vague.
2. **(A)** The sediment curve fluctuates between 12 and 14 inches in thickness all year long, making (A) the correct choice. Choice (D) may be appealing, but be careful; the overall ground covering increases, but the amount of sediment stays pretty steady.
3. **(C)** The graph shows what percentage of people consider certain stressors to be positive or negative. The central bar on the graph is labeled “Moving to a New Home” and is split nearly in half. This tells us that about half of people find moving to be a positive stressor, while the other half find it to be a negative stressor. This would make it difficult to predict how any given person would feel about moving. The other stressors shown on the graph all have clear majorities, which would make it much easier to predict how a person would feel

about that event. This example would then support the approach of the college professor, who argues that some events are not consistently viewed as positive or negative by patients, making (C) the best option and the other choices incorrect.

4. **(D)** The overall argument of the writer is that doctors need to be careful to not overprescribe antibiotics because antibiotic-resistant bacteria are developing increasingly quickly. Choice (D) uses data from the table to support this argument, since it points out that it took quite a while for antibiotic-resistant bacteria to form for an earlier antibiotic, but it is taking much less time for antibiotic-resistant bacteria to form for a newer antibiotic. Choice (A) is not relevant to the claim, (B) would contradict the author's claim, and (C) does not focus on how the effectiveness of antibiotics has changed over time.
5. **(C)** The example shows that there is a historical turning point from a period of unity to disunity. According to the timeline, the event prior to the American Revolution is the formation of the league, indicating unity. The event after the American Revolution is dissent among the Iroquois, showing that the American Revolution would have been the turning point from unity to disunity. The other options do not show this change.
6. **(C)** According to the text, most tortoiseshell and calico cats are female. Therefore, choices (A), (B), and (D) are unlikely since they all mention the tortoiseshell and/or the calico cats as being male. Choice (C) is correct because this grouping has just orange and black coloration, making it more likely that some of its members could be male. Further, the text states that male cats have "one allele coding for either orange fur or black fur," making (C) the most appealing option.
7. **(A)** The sociologist concludes that while teen participation in Internet use would remain relatively constant over this period, the amount of Internet usage by these teens would greatly increase. Choice (A) highlights the near doubling in the percentage of teens who used the Internet almost constantly, which would strongly support the sociologist's conclusion. It is not (B) because this does not focus on

frequency of Internet use. Choice (C) would not provide evidence to show an increase in Internet usage. Choice (D) would contradict the sociologist's claim that the number of teens using the Internet remained fairly constant.

8. **(C)** Looking at the figure, we can see that exposure to thalidomide in days 27–31 could lead to nine different birth defects (excluding only thumb aplasia). Exposure in this range, therefore, would interfere with the most developmental processes. Choice (A) is incorrect as exposure in this range could only lead to thumb aplasia. (B) is incorrect as exposure in this range would only lead to five different defects. (D) is incorrect as exposure in this range would only lead to six possible birth defects.
9. **(C)** The conclusion of the government official is that there is little to no connection between bedbug complaints and actual bedbug violations. Since we are asked to determine what would weaken this conclusion, we must find something that shows the government official would be incorrect. Choice (C) does this effectively, since it states that the bedbug complaints and bedbug violations are directly correlated, showing a likely connection between the two statistics. The other options do not effectively demonstrate how there would indeed be a connection between complaints and violations, weakening the official's argument.
10. **(D)** The sum of the four curves will give the entire budget, so the budget went from about 18 million to 21 million. We can rule out (B) and (C) since these components show a decrease. Finally, the graph indicates that exploration missions doubled from about 5 million (18–13) to 10 million (21–11), which is not representative of the more gradual increase in the program budget. Aeronautics, on the other hand, went from about 5 to 8 million, and maintained about a third of the entire budget consistently, so it is closely mirrored with the budget itself.

Textual Evidence

Sample Question Language:

- Which finding, if true, would most directly undermine Smith’s hypothesis?
- Which finding, if true, would most directly support the economists’ hypothesis?
- Which quotation from the surveys best illustrates the researcher’s claim?

How Can You Succeed on Textual Evidence Questions?

- **Paraphrase the author’s claim or hypothesis.** Having a clear idea of the author’s position will ensure that you can identify further information that would support or undermine that argument. Imagine that you had to explain the author’s thesis to a third party—if you can create a good summary of their position, you understand what you have read.
- **Give yourself time to make sense of the question.** Other SAT Reading questions, like ones that ask you to determine the best word given the context, are easily understood in a few seconds. On Textual Evidence questions, you may need to consider what sort of evidence could support an argument or undermine (hurt) an argument. These questions may take more time to fully grasp—do not rush through them.
- **Realize that the answer will not be “in” the passage.** Since Textual Evidence questions typically ask you to think about new information or different positions, do not try to “find” the answer in the wording of the text. Instead, focus on applying the big ideas of the text to different situations.

► Example

Haitian Creole is a complex mixture of Western European, West African, Native American, and other languages. Europeans invaded Haiti in the 1500s, bringing enslaved Africans to Haiti to work alongside the native Arawak people. An anthropologist claims that Haitian Creole originated in the late 1600s and early 1700s when the number of native French workers, African slaves, and freed Africans

were roughly the same, and linguistic interactions among the different groups were frequent.

Which finding, if true, would best support the anthropologist's claim?

- (A) Historical documents demonstrating that European influence on the native populations in Haiti culminated in the 1800s rather than the 1700s.
- (B) A survey of Haitian correspondence from the early 1600s shows no use of Creole, while a survey of Haitian correspondence from the late 1700s shows extensive use of Creole.
- (C) Linguistic analysis that finds the similarities of Haitian Creole to the Creole languages of Louisiana and other areas in the Americas.
- (D) Economic data that shows the increased productivity of freed slaves as compared to both enslaved native Arawak and enslaved West Africans.

► Answer Explanation

Carefully read the text and pay especially close attention to its final sentence, since that is typically where the claim will be stated. The text introduces Haitian Creole and briefly summarizes its history. The specific claim to evaluate is that Haitian Creole originated in the late 1600s and early 1700s because of the frequent interactions among different ethnic groups at the time. Think about what sort of evidence would support this claim—it would need to demonstrate that there was a fairly clear beginning to Haitian Creole during this time period. Now, let's consider the choices. It is not (A) because this would not align with the time period when the anthropologist claims the language was initiated. It is not (C) because this statement is not directly relevant to the claim. It is not (D) because this focuses on economics instead of linguistic history. Choice (B) is correct because a survey that showed this shift in correspondence, from not using to Haitian Creole to using it over this time period, would provide clear evidence supporting the anthropologist's claim.

Practice Questions

1. The “red tide” in coastal Florida is a harmful algal bloom from microscopic algae that makes fish caught in affected areas unsafe to consume. Researchers claim that pollution from the fertilizer used on Floridian farms is the most significant cause of the red tide.

Which finding, if true, would best support the researchers’ claim?

- (A) The red tide intensity is positively correlated with the amount of fertilizer in the water.
 - (B) In the state of Texas, researchers found less red tide than there is in Florida.
 - (C) Some fish are more susceptible to fertilizer pollutants than others.
 - (D) People who suffer from color blindness are less likely to perceive the effects of the red tide.
2. “The Convergence of the Twain” is an early 1900s poem by Thomas Hardy. The poem addresses the tragic loss of the ship *Titanic* in the year 1912. An English professor claims that in the poem, the speaker alludes to the luxury and opulence of the ship before its demise:

_____.

Which quotation from “The Convergence of the Twain” most effectively illustrates the claim?

- (A) “Steel chambers, late the pyres/Of her salamandrine fires”
 - (B) “Jewels in joy designed/To ravish the sensuous mind”
 - (C) “For her—so gaily great—/A Shape of Ice, for the time far and dissociate.”
 - (D) “Said “Now!” And each one hears,/And consummation comes, and jars two hemispheres.”
3. A sociologist studies the influence of colors in business marketing. She notes that fast-food restaurants significantly rely on red and yellow coloration in their signs and logos. She claims that red and yellow colors subconsciously influence consumers to desire the food at the fast-food restaurants since they create positive feelings. This idea is

known as the “ketchup-and-mustard” marketing theory, with red ketchup and yellow mustard associated with these colors.

Which of the following, if true, would best support the sociologist’s claim?

- (A) A phone survey of adults who self-selected as fast-food diners found that most diners preferred ketchup and mustard as condiments when ordering a sandwich.
- (B) A study of fast-food restaurant signs found that 45% of fast-food signs were in some combination of yellow and red, while 55% of fast-food signs were in a combination of other colors.
- (C) Fast-food restaurants that have red and yellow signage consistently had lower revenue per customer than restaurants that have signage featuring other colors.
- (D) A randomized survey of adults found that a statistically significant majority found red and yellow signs more likely to prompt their appetite than signs in other common colors.

4. “When I Consider How I Spend My Light” is a mid-1600s poem by John Milton. In the poem, Milton expresses his frustration with losing his sight, preventing him from carrying out his work. However, as a Puritan, he resolves that despite his unfortunate fate, he will still obey God: _____.

Which quotation from “When I Consider How I Spend My Light” most effectively illustrates the claim?

- (A) When I consider how my light is spent/Ere half my days, in this dark world and wide,
- (B) And that one Talent which is death to hide/Lodged with me useless, though my Soul more bent
- (C) To serve therewith my Maker, and present/My true account, lest he returning chide;
- (D) God doth not need/Either man’s work or his own gifts; who best/Bear his mild yoke, they serve him best.

5. *Ghosts* is an 1881 play by Henrik Ibsen. A drama critic claims that Ibsen uses the play to critique the societal emphasis on the accumulation of wealth instead of on ethical conduct: _____.

Which quotation from *Ghosts* most effectively illustrates the claim?

- (A) “Oh, let me help you. That’s it. Why, how wet it is! I will hang it up in the hall. Give me your umbrella, too; I will leave it open, so that it will dry.”
- (B) “And the immorality of such a marriage! Simply for the sake of the money—! What sum was it that the girl had?”
- (C) “That was all very kindly done. The only thing I cannot justify was your bringing yourself to accept the money.”
- (D) “So then Joanna and I decided that the money should go towards the child’s bringing-up, and that’s what became of it; and I can give a faithful account of every single penny of it.”

6. Christopher Ries is an American glass artist from central Ohio who has produced some of the largest crystal sculptures ever made. In a paper for an art history class, a student claims that Ries made significant advances in art because he was able to utilize the capacities of industry in his process of artistic creation.

Which of the following, if true, would best support the student’s claim?

- (A) Ries had his artwork recognized by the Columbus Museum of Art for excellence by an artist native to the state of Ohio.
- (B) A particular sculpture by Ries causes the viewer to feel that they are looking at the emissions from a smokestack.
- (C) Ries became an artist-in-residence at a Pennsylvania factory where he had access to the finest glass sculpting material.
- (D) Art historians note the similarities in the biography of Ries to the biography of Francis Hayman, a British artist during the Industrial Revolution.

7. *The Importance of Being Earnest* is an 1885 play by Oscar Wilde. The play takes place in Victorian London, and surprised audiences of the

time by avoiding discussion of the serious political and moral issues of the day. Instead, as a critic claims, the play turns social expectations upside down by emphasizing the need to treat trivial issues seriously:

_____.

Which quotation from *The Importance of Being Earnest* most effectively illustrates the claim?

- (A) “I am sick to death of cleverness. Everybody is clever nowadays. You can’t go anywhere without meeting clever people. The thing has become an absolute public nuisance. I wish to goodness we had a few fools left.”
- (B) “Oh, before the end of the week I shall have got rid of him. I’ll say he died in Paris of apoplexy. Lots of people die of apoplexy, quite suddenly, don’t they?”
- (C) “Your German grammar is on the table. Pray open it at page fifteen. We will repeat yesterday’s lesson.”
- (D) “Your guardian enjoys the best of health, and his gravity of demeanour is especially to be commended in one so comparatively young as he is. I know no one who has a higher sense of duty and responsibility.”

8. Loyalty to a widespread approach kept Hill and Becquerel from further innovations in color photographic technology.

Which quotation from a passage about this topic most effectively illustrates the claim?

- (A) We tend to think of color photography as a profoundly modern innovation, belonging to an era no earlier than the 1950s.
- (B) A new approach was required before color photography could emerge as a truly viable artistic and documentary medium.
- (C) Pioneers of color photography such as American minister Levi Hill and renowned French physicist A.E. Becquerel were hampered in their efforts by a fidelity to the then-popular daguerreotype method.
- (D) Color variants of this method—such as Hill’s toilsome “heliochromy”—often took several days to develop and yielded

only dim images with colors that faded rapidly when exposed to direct light.

9. As the immediate successor of textualis, the Schwabacher style strove for increased readability with significant reductions to capital embellishment, and a smoother, more curvaceous form invocative of handwriting. Though Schwabacher is sometimes associated with the Italian humanist writings of the early 16th century, it saw substantial use throughout all of Europe in the century thereafter and was only partially deposed by Fraktur in the late 1700s. Schwabacher continued to appear in printed texts as a secondary typeface into the 20th century.

Which finding, if true, would most strongly support the author's claim about the popularity of Schwabacher style in the 1600s?

- (A) A survey of European documents in the 1600s showing the popularity of textualis
 - (B) A consistency in the use of Schwabacher throughout European manuscripts in the 1600s
 - (C) An emphasis on Schwabacher fonts in the religious texts in Asia and the Americas
 - (D) Twentieth-century government documents that use Schwabacher style in official publications
10. The following is an adaptation of an excerpt from Vice President Al Gore's speech on August 17, 1997, which was the 125th anniversary of the founding of Yellowstone National Park and the National Park System.

Despite the hundreds of millions of people who come here every year, not every American has been to Yellowstone, and not every American has seen its grandeur and its glory. But every American has a stake in this land because it is part of our heritage. It belongs to us all, and we have an obligation to ensure that it is here for us all, for the next 125 years.

Which of the following statements would most undermine the argument made in the text?

- (A) Tourists indicate that they are primarily interested in enjoying the parklands with their younger relatives.
- (B) Some members of the Shoshone tribe considered the lands of Yellowstone their exclusive territory.
- (C) Legal action has prevented mining companies from excavating gold and other precious minerals from Yellowstone.
- (D) While some Americans have been able to visit Yellowstone, not every American has been able to see it.

Answer Explanations

1. **(A)** This is the only option that draws a direct connection between the pollution from the fertilizer on the farms to the red tide. Choice (B) is irrelevant because it brings up information about a different state. Choice (C) does not focus on the red tide in general. Choice (D) deals with the perception of rather than the actuality of the red tide.
2. **(B)** We need an option that focuses on luxury and opulence—choice (B) effectively does this by referring to jewels and sensuous thoughts. The other options do not refer to luxury and opulence.
3. **(D)** The sociologist claims that red and yellow colors subconsciously influence consumers to desire the food at the fast-food restaurants since they create positive feelings. Choice (D) would best support this claim since it is a well-crafted survey with results that would demonstrate evidence for the claim. It is not (A) because it doesn't focus on the coloration of signage. It is not (B) because this does not connect to subconscious consumer preferences. It is not (C) because it would show the opposite of what the sociologist claims, given the lower sales at restaurants with red and yellow signs.
4. **(D)** The claim is that the narrator will still obey God despite his unfortunate fate. Choice (D) states that those who bear God's mild yoke, or burden, will serve him best, giving the most effective

illustration of this claim. Choices (A) and (B) do not focus on obedience, and choice (C) emphasizes the need for honesty instead of emphasizing obedience.

5. **(B)** The claim is that the Ibsen uses the play to critique the societal emphasis on the accumulation of wealth instead of on ethical conduct. Choice (B) shows how Ibsen would make such a critique, since this selection expresses surprise and outrage at the immorality of a marriage done solely for the sake of money. It is not choice (A) because the person is acting in a helpful manner by assisting someone with their umbrella. Choice (C) also emphasizes kind conduct. Choice (D) highlights the meticulous recordkeeping of the narrator.
6. **(C)** The claim is that Ries made significant advances in art because he was able to utilize the capacities of industry in his process of artistic creation. Choice (C) effectively accomplishes this goal, since Ries was able to use the finest glass sculpting material available at an industrial factory to make his art. The other options do not connect using industrial capacities to help with artistic creation.
7. **(A)** The critic claims that the play turns social expectations upside down by emphasizing the need to treat trivial issues seriously. Choice (A) demonstrates the need to treat trivial issues seriously by expressing weariness with cleverness and a wish that there were “a few fools left.” It is not (B) because this addresses the serious issue of mortality. It is not (C) because the narrator has a serious tone that is focused on getting the lesson completed. It is not (D) because this emphasizes the more serious themes of duty and responsibility.
8. **(C)** The text states that loyalty to a common approach kept Hill and Becquerel from making further innovations. Choice (C) effectively illustrates this by stating that the two were “hampered in their efforts by fidelity” (loyalty) to a popular method. Choice (A) does not address the problems that the two encountered. Choice (B) is vague and does not connect to the two researchers. Choice (D) provides specific information but does not connect to the claim.

9. **(B)** The author claims that Schwabacher was substantially used throughout all of Europe in the 1600s, since this would be the century after the 16th century (the 16th century is the 1500s). So, choice (B) would strongly support this claim since it would demonstrate the widespread use and popularity of this form of writing. It is not (A) because this underscores the popularity of a different type of writing. It is not (C) because the author does not discuss the popularity of this style in Asia and the Americas. It is not (D) because this refers to the incorrect time period.
10. **(B)** The text states that these lands belong “to us all,” indicating that the narrator believes that all Americans have some claim to this land. If there were members of the Shoshone who considered the lands of Yellowstone their exclusive territory, that would hurt the claim that the lands rightly belong to all Americans, thus undermining Gore’s argument. It is not choice (A) because tourists wanting to visit national parks would support Gore’s argument to preserve these lands for all. It is not (C) because it would support the idea that governmental intervention is necessary to preserve the lands from economic exploitation. And it is not (D) because Gore acknowledges that not every American has visited Yellowstone but responds by arguing that Yellowstone remains a part of our country’s heritage.

Inferences

Sample Question Language:

- Which choice most logically completes the text?

How Can You Succeed on Inference Questions?

Inference questions will ask you to determine what the author suggests or implies based on different selections of a passage. How can you do well on these questions?

- **Have a general feel of your answer before evaluating the choices.** There are plenty of ways you could state what could logically complete a short text. When creating your own answer on these types of questions, it is better to be broad and flexible than it is to be specific and rigid. Doing so will ensure that you are open-minded as you review the possible options.
- **Watch the transitions before the underlined portion.** There will often be a transitional word immediately before the underlined portion—be sure you pay attention to it since it will have an impact on how you answer.
- **Do not be overly literal.** Look for what the author may be saying indirectly—what is being suggested or implied? Especially watch out for overly literal interpretations when you read genres like fiction, poetry, and drama.
- **There will be a definite answer.** It is easy to dismiss an inference question as being just based on someone’s opinion, making it a matter of luck to pick the correct option. This will not be the case on the SAT Reading—inference questions (along with all other test questions) will have a definite answer with a clear justification. If you are having difficulty formulating an answer on inference questions, give the test the benefit of the doubt instead of immediately assuming there must be a test question error.
- **Do not eliminate answers too quickly.** Since you are determining the best possibility for completing a text, you will be better served by keeping answer choices open as possibilities instead of crossing them off too quickly. Sometimes when you look at an answer choice a second time, you will more fully grasp its meaning and it will make more sense as a possibility.

► Example

Microplastics are microscopic particles of plastic that tend to accumulate toxins and are in some cases toxic themselves. Unfortunately, microplastics tend to end up being eaten by various organisms. The primary reason for this problem is that in recent years,

approximately 380 million tons of plastic are produced annually. Plastic is not biodegradable, which means that once it enters the environment it can take several hundred years to degrade. Some have proposed plastic-eating microorganisms as a revolutionary solution to this critical issue. Others are skeptical of the claims made about

Which choice most logically completes the text?

- (A) whether a bacteria could have any role in harming the environment.
- (B) the capacity of microbiologists to analyze bacteria in a laboratory setting.
- (C) this bacteria's utility in consuming massive plastic deposits.
- (D) the possibility of plastic extending the length it needs to biodegrade.

► Answer Explanation

Start by reading and paraphrasing the text so you have a clear idea of what it is about. The text outlines the problem that microplastics pose to the environment: millions of tons of plastic are produced, and microplastics are ingested by different organisms. Moreover, it takes hundreds of years for the plastic debris to disintegrate, causing a long-term negative impact on the environment. Towards the end of the text, the author notes that some have proposed using microorganisms to help consume plastic waste. In the final sentence, the author acknowledges the opposite view of those who are skeptical about this claim. So, it is most logical to complete the text with something that states what it is that the skeptics would question. It is not (A) because this would be the opposite meaning of what is needed here—if it had said “helping” instead of “harming,” perhaps this would work. It is not (B) because the question is about whether microorganisms can help remove plastic, not about whether scientists can analyze bacteria in a lab. It is not (D) because there is no discussion of possibly modifying the span of time needed for plastic to degrade. Choice (C) is correct because this summarizes the claim about which the skeptics would have questions.

Practice Questions

1. Companies like FedEx have grown to be an integral part of the American landscape. FedEx first specialized in overnight deliveries via aircraft and then grew into a full-service provider using a truck network in conjunction with air transport. “When it absolutely, positively has to be there overnight” is its mantra, and it basically provides certainty of service for a premium price that consumers are willing to bear. Therefore, _____

Which choice most logically completes the text?

- (A) businesses that want to ship products will primarily utilize air transport instead of land transport.
 - (B) customers who use overnight delivery services are primarily concerned with reliability.
 - (C) other companies do not focus the reliability of their shipping process in their marketing initiatives.
 - (D) people who want to use overnight delivery services put a premium on cost savings.
2. There is a natural tendency to confuse change with progress. This is perfectly understandable, especially considering that we went from inventing electricity to perfecting aviation to reaching the moon all in a time analogous to just a blink in the grand scheme of human history. Such prodigious leaps have left us hungry for more leaps, and there are benefits to restlessness, even if entropic; _____

Which choice most logically completes the text?

- (A) systematic, focused research will lead to a successful result.
- (B) amateur researchers should be put on equal footing with academic researchers.
- (C) nearly all useful recent innovations have come as the result of chaotic creativity.
- (D) throw enough aimless darts in every direction and you’ll find a bull’s eye, even if by accident.

3. Many parents, as they lovingly tuck their children into bed, repeat a short rhyme that has been around for centuries: night-night, sleep tight, don't let the bedbugs bite! This phrase refers to a time when even the wealthy had to deal with the constant scourge of bedbugs and other pests that preyed on sleeping humans. With the advent of modern pesticides, bedbugs were, for a time, largely an issue of the past. However, in the past few years they have come back with a vengeance, _____

Which choice most logically completes the text?

- (A) as modern science has successfully eradicated the threat of bedbugs.
 - (B) once again plaguing people rich and poor and proving very difficult to eradicate.
 - (C) given the lack of interest that modern city dwellers have in attaining a good night's rest.
 - (D) since the anatomy of bedbugs are now better understood thanks to advances in technology.
4. Our nation's heroes are not the only ones who may experience the detrimental effects of fireworks. Furry companions also can be frightened by the loud blasts above for nights on end. Veterinary practices, animal shelters, and other animal organizations frequently send out reminders in the weeks leading up to the Fourth of July to protect our pets from running away out of fright. These may include reminders to microchip our pets, keep pets indoors, and take pets on walks early in the day in case they are too afraid to relieve themselves during the fireworks. Their efforts are not without reason. In fact, _____

Which choice most logically completes the text?

- (A) many pets enjoy the spectacle of fireworks just as much as their human counterparts.
- (B) veterinarians recommend that pet owners should take their pets to firework displays.

- (C) days on which fireworks are displayed statistically have the same number of pet injuries as days on which fireworks are not displayed.
 - (D) more pets run away on the night of the Fourth of July than any other night of the year.
5. Since the transition from alkylation to acylation for benzene reactions, chemists' abilities to safely modify benzene have expanded exponentially. What seemed revolutionary in the late 1800s is now part of undergraduate organic chemistry experiments in courses throughout universities worldwide. Benzene is no longer solely thought of as a carcinogenic and volatile compound. It now used in a variety of products including plastics, drugs, pesticides, detergents, etc. Its importance to modern chemistry, materials science and pharmaceuticals is therefore _____

Which choice most logically completes the text?

- (A) unquestioned in the scientific community.
 - (B) a subject of great debate among practicing chemists.
 - (C) ridiculed by economists and politicians.
 - (D) a matter on which the jury is still out.
6. Varroa mites are an issue for bee colonies for several reasons. The primary issue is that they attach themselves to the bodies of worker bees and feed on them. This can affect a bee's immune system, ability to flush out pesticides, and regulation of hormones. When the mite abandons the bee for a fresh host, it leaves behind an open wound which often leads to infection by one of the many bee viruses that the mites carry. The overall effect is that the bees are much weaker when mites are present. This weakness means that worker bees _____

Which choice most logically completes the text?

- (A) become increasingly able to thrive given their auspicious circumstances.
- (B) are much less able to perform their crucial tasks as they try to maintain the colony.

- (C) are animals that live in colonies under the control of a queen bee that they protect.
 - (D) will increase their overall capacity to benefit other members of the bee colony.
7. One of the primary effects of social media use that has already been observed in populations that utilize social media regularly is a decrease in mental health and self-esteem. As far back as 1998, a study showed that increased social media use correlated with decreased in-person interactions with their friends and family. This was hypothesized to lead to issues with symptoms of depression. As modern social media developed, this decrease in personal face-to-face interactions increased. In England a recent study by the National Institute of Health (NIH) found a significant correlation between social media usage and symptoms of depression in high school aged subjects. This correlation was not found among older social media users. Of course, correlation is not causation: _____

Which choice most logically completes the text?

- (A) depression most likely comes because of using social media.
 - (B) social media use is not associated with an increased likelihood of depression.
 - (C) an increase in depression is associated with a decrease in social media use.
 - (D) already depressed people could just tend to use social media more.
8. It's fair to say that the world in which we live is made up of chemicals, though the cultural emphasis in recent years on natural or "organic" products has somewhat demonized this notion. "Chemophobia," in fact, is a term that has emerged to describe the irrational fear of chemistry and chemical nomenclature. In general, individuals affected by chemophobia tend to view the precisely planned manipulation of molecular compounds with suspicion, and perceive products rendered by these means as both "unnatural" and inherently inferior to those derived through cruder avenues. In reality, _____

Which choice most logically completes the text?

- (A) nothing could be more natural than the intricate, multistep reactions of organic chemistry.
- (B) artificial substances present a clear and present danger to the health and safety of humans.
- (C) psychology provides a more promising avenue for the improvement of wellbeing than does chemistry.
- (D) organic agriculture provides a safe alternative to commercial crops raised with chemical fertilizers.

9. The first way that many teachers approach classroom discipline is the “permissive” approach. To relate to the students, the teachers put up very few personal barriers. Positive outcomes in contrast with negative consequences are emphasized. What does the permissive classroom look like? Teachers let the students take control, asking for them to act properly rather than demanding it. Looking at their teachers as friends, the students do not look at them as authority figures. Students may like their teachers but will probably not respect them. Detentions are not an option, but extra credit for good behavior is abundant. Little actual learning can proceed in a classroom like this since _____

Which choice most logically completes the text?

- (A) respect will be maintained.
 - (B) chaos will reign.
 - (C) punishment is freely meted out.
 - (D) trust is encouraged.
10. Although the signaling pathway for light production in fireflies is complex enough, the methods by which different species regulate their luminescence are as various as the uses for luminescence that those species employ. As we have seen, fireflies tend to use their light to attract a mate, but females of one large species of firefly have been known to mimic the glow pattern of another, smaller variety, to attract males of the smaller species and eat them. Similarly, _____

Which choice most logically completes the text?

- (A) Amazonian spiders craft nearly invisible webs that they use to trap their dinner.
- (B) bats use echolocation, a capacity akin to sonar, to locate food sources despite a dark environment.
- (C) the deep-sea dwelling anglerfish uses its glowing appendage to lure in unsuspecting prey.
- (D) humans who camp sometimes utilize global positioning systems in addition to their compasses should they become lost.

Answer Explanations

1. **(B)** The text makes clear that customers who want overnight delivery are primarily concerned with “reliability.” Customers are willing to pay “a premium price” for this “certainty,” so it’s reasonable to assume that reliability is most important. The other options do not connect to the primacy of reliability.
2. **(D)** The text implies that restlessness can be beneficial to scientific discovery—choice (D) expresses this idea by saying that if you try to throw enough darts around, you’ll eventually get a bull’s eye, i.e., a success. It is not (A) because “entropic” means “chaotic,” which would not make sense with a systematic approach. It is not (B) because the focus is on the usefulness of restlessness, not on whether amateurs are going to be successful. It is not (C) because this is too extreme in this context, stating that “nearly all” innovations are coming from this type of thinking.
3. **(B)** Immediately before this, the author states that bedbugs have “come back with a vengeance.” Choice (B) is the most logical option in that it states that people from all different walks of life are susceptible to bedbugs. It is not (A) because this is the opposite of what is being argued. It is not (C) because there is no evidence that modern city dwellers no longer care about getting enough rest. It is not (D) because there is no evidence in the text about an increased understanding of the anatomy of bedbugs.

4. **(D)** The insertion here should elaborate on why the efforts to keep animals safe on the Fourth of July are not without reason. Choice (D) accomplishes this aim by stating that more pets run away on this night than any other. It is not (A) because the focus in the text is on the danger to pets, not on their entertainment. It is not (B) because this goes against the recommendations of pet organizations. It is not (C) because this would contradict the author's argument about the Fourth of July with its fireworks presenting a greater-than-average risk to animals.
5. **(A)** The text emphasizes how benzene went from something that was revolutionary in chemistry research to something that is used in a wide variety of important products. Thus, it is most logical to state that its importance is "unquestioned in the scientific community." It is not (B) or (D) because the debate about its importance has been settled. It is not (C) because with its widespread importance, benzene is certainly not ridiculed.
6. **(B)** The text presents the problems that varroa mites pose to bee colony vitality. Choice (B) expands on this by giving a concrete consequence of the impact that varroa mites will have on bees. It is not (A) or (D) because these would be positive outcomes. It is not (C) because this is merely a definition of what a bee is, instead of a statement about the impact that varroa mites have on bees.
7. **(D)** The previous part of the sentence, that "correlation is not causation," means that just because two things happen simultaneously, it cannot be concluded that one event is the cause of the other. Also, the previous part of the sentence sets up a transition from the previous material with the phrase "of course," indicating a contrast. Choice (D) is the most logical since it would show that social media is not necessarily the cause of depression; it may be something merely associated with people who are already depressed. It is not (A) because this is the opposite of what is needed. It is not (B) or (C) because these choices focus on the possibility of direct correlations instead of a lack of connection.

8. **(A)** The earlier part of the text refers to how those with chemophobia believe that manipulation of chemical compounds is inherently unnatural. This excerpt shows that this is not the case. In fact, manipulating things with organic chemistry is quite natural. It is not **(B)** because this would not provide a contrast. It is not **(C)** or **(D)** because these are irrelevant to what is being discussed—transformation of compounds.
9. **(B)** The text outlines the permissive approach to classroom discipline, in which students get to run the classroom, respect is lacking, and detentions are not possible. It would make sense to say that in a classroom like this in which little learning is taking place that “chaos will reign.” The other options contradict the description of what a classroom managed in the permissive style will be like.
10. **(C)** We need to come up with a situation that is like the one outlined in the previous sentence. One species of firefly uses its glow to attract food. Similarly, in choice **(C)**, the anglerfish uses its glow to lure prey. Choices **(A)** and **(B)** discuss how animals can find food, but they use different methods from what the firefly does. Choice **(D)** does not focus on food location.

Additional Practice Exercises

The problems in these exercises represent the variety of SAT Reading questions you could encounter. Take about ten minutes for each exercise.

Additional Practice Drill 1

1. Veterinary students will research, diagnose, and treat medical conditions of pets, livestock, and other animals. Some will _____ companion animals and work in private clinics and hospitals, while others will choose to work with farm animals or in research facilities.

Which choice completes the text with the most logical and precise word or phrase?

- (A) specialize in
- (B) be hired by
- (C) despair about
- (D) become ill from

2. Relaxation strategies are used across disciplines to address a wide variety of diagnoses. These strategies are beneficial in managing anxious feelings and feelings of not being _____. Relaxation techniques are used to address stress and impulse management. Some approaches may include meditation, progressive muscle relaxation, yoga, deep breathing, progressive muscle relaxation, and personal mantras.

Which choice completes the text with the most logical and precise word or phrase?

- (A) away from one another.
- (B) across the way.
- (C) in debt to someone.
- (D) in control of oneself.

3. In 1970, Norman Borlaug was awarded the Nobel Peace Prize and credited with saving over a billion people from starvation. In what is now called the Green Revolution, Borlaug led the research and development over a two-decade span beginning in the 1940's to dramatically increase agricultural production worldwide. He introduced the synthetic farming methods already common in the United States and Britain to a global market, focusing particularly on the developing world, and succeeded in hiking food production and saving lives. Borlaug's initiative calls for celebration.

As used in the text, what does the word "common" most nearly mean?

- (A) Widespread
- (B) Lowly
- (C) Communal

(D) Corporate

4. The following text is from Nathaniel Hawthorne's 1852 novel *The Blithedale Romance*.

Happy the man that has such a man beside him when he comes to die! And unless a friend like Hollingsworth be at hand—as most probably there will not—he had better make up his mind to die alone. How many men, I wonder, does one meet with, in a lifetime, whom he would choose for his death-bed companion? At the crisis of my fever, I besought Hollingsworth to let nobody else enter the room, but continually to make me sensible of his own presence, by a grasp of the hand, a word, a prayer, if he thought good to utter it; and that then he should be the witness to how courageously I would encounter the worst.

Which choice best states the main purpose of the text?

- (A) To recount a generally light-hearted anecdote for the reader
- (B) To describe a character for whom the narrator is quite grateful
- (C) To contemplate the meaning of life at the outset of a hopeful journey
- (D) To interrogate another character about his suitability for a position

5. **Text 1**

When a couple gets married, a classic purchase is the diamond engagement ring. There are many different styles to choose from: round, princess, cushion, emerald, and marquise. A lot of thought is given to the specifications of the ring; given its significant cost, it is something for which the purchaser might save for quite some time. Often missed, however, is the story behind the diamond. The first use of diamond engagement rings was in Austria in 1477. Since then, these jewels have been sought after and shaped into glittering centerpieces atop gold bands.

Text 2

A new option has become available in the wedding industry—lab-created diamonds. These diamonds are not found naturally in the environment but created in a laboratory. What makes this option so appealing to buyers is that these artificially created diamonds are 50–60% less expensive than a naturally mined diamond. Because of this, the popularity for laboratory jewels has been skyrocketing.

Based on the texts, how might the “couple” in Text 1 most likely respond to the notion of lab-created diamonds in Text 2?

- (A) By questioning the lack of statistical evidence in the text
- (B) By considering it as a possibility to save money for an important purchase
- (C) By dismissing the need to purchase an expensive symbol of love
- (D) By disputing the historical origins of a recent invention

6. Could robots soon be delivering your mail? Allow me to set the scene: you’re coming home from school, walking toward your front door, and bam—a flying robot drops your oldest sister’s just-ordered movie collection on your front porch. This is not as farfetched as it sounds. Today is the age of the drone, also known as the unmanned aerial vehicle (UAV), so _____

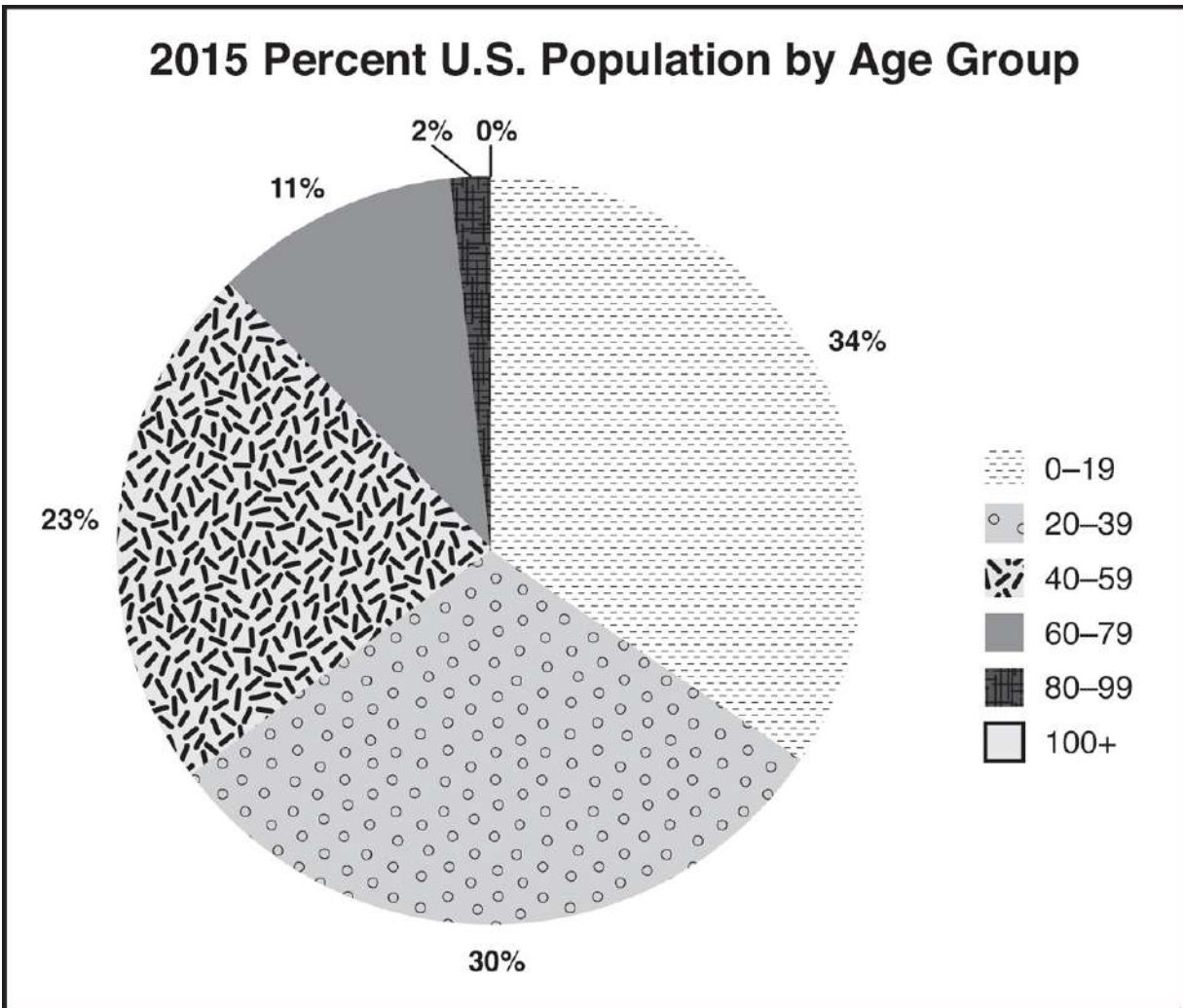
Which choice most logically completes the text?

- (A) it is difficult to predict what the future holds.
 - (B) it’s only a matter of time before it becomes an everyday occurrence.
 - (C) advances in technology will lead to revolutionary health care treatments.
 - (D) nothing can replace the personal touch of a human delivering your order.
7. In the past, politicians have touted their “trickle down” policies as being in the best interest of everyday Americans. It was commonly thought that tax breaks and other assistance for companies and individuals at the top would lead the wealth to slowly move down to middle class and impoverished families. Many politicians still use the

trickle-down argument when pushing for aid to large corporations and wealthy individuals. After all, it makes sense that a wealthy person who comes into money will spend that money and that money will end up in the hands of service people and other workers. Economists, however, have struggled to find evidence of such policies helping anyone but those at the top.

Which statement, if true, would most directly support the claim of the “economists” mentioned in the last sentence?

- (A) An investigation of recent political rhetoric demonstrating the popularity of the “trickle down” argument.
- (B) Statistics showing an increase in poverty in towns that have had recent factory closures by major businesses.
- (C) A historical analysis showing increased economic stratification after tax breaks for the wealthy are implemented.
- (D) A survey of the economic beliefs of wealthy individuals that indicates a preference for “trickle down” political policies.



Source: <https://www.census.gov/en.html>

Despite significant advances in medicine, there has been a limited increase in human longevity. While there are certainly many octogenarians and nonagenarians, this is more the exception than the rule. Most of the population is younger, not older.

Which choice best describes data from the graph that supports the conclusion outlined in the text?

- (A) The majority of the 2015 U.S. population was under 40 years of age.
- (B) It is about three times as likely that a randomly selected U.S. citizen is in their 40s or 50s as it is that they would be in their

- 60s or 70s.
- (C) Women represent a slight minority of the overall U.S. population.
- (D) Significant numbers of Americans in 2015 were in their 80s and 90s.

Answer Explanations

1. **(A)** The text starts by saying what veterinary students will generally do in their studies and careers. It then goes on to say what some will specifically do—thus, “specialize in” makes the most sense. (B) is illogical since the companion animals would not do the hiring. It is not (C) because feeling despair about companion animals for no particular reason would be unsuitable for a veterinary student. It is not (D) because it is unlikely that the students would become ill from companion animals, and this is inconsistent with the statement later in the sentence.
2. **(D)** The text highlights how relaxation strategies can help address impulse management, which goes along with being “in control of oneself.” The other options have to do with interpersonal or physical interactions, not personal feeling management.
3. **(A)** The text refers to Borlaug’s contribution to ending worldwide poverty and hunger, stating that he extended the farming methods “already common in the United States and Britain.” Since this is referring to their prevalence, “widespread” is the correct choice. “Lowly” means of low importance. “Communal” and “corporate” would imply that the methods were literally shared among members of a community.
4. **(B)** The narrator describes how helpful a friend Hollingsworth has been to him in his time of illness—in other words, the narrator is describing a character for whom he is grateful, going with choice (B). It is not (A) because this is not a light-hearted anecdote; rather, it is about a serious topic. It is not (C) because the narrator is not trying to

figure out the meaning of life. It is not (D) because the narrator is not intensively questioning another character.

5. **(B)** The “couple” in Text 1 is likely to want to purchase a diamond engagement ring when they become engaged to be married. Text 1 emphasizes that a diamond purchase is considered “classic,” something about which “a lot of thought” will be devoted, and something for which the purchaser might save for a while. Therefore, it makes sense that for a major purchase, the couple might be interested in learning more about the lab-created diamonds mentioned in Text 2 so that they could explore it as a way of possibly saving money. It is not (A) because there is not a lack of statistical evidence in Text 2. It is not (C) because the importance of this purchase is emphasized. It is not (D) because there is no dispute about the historical origins of this technique—the likely dilemma is whether to purchase a naturally made or artificially created diamond.
6. **(B)** Earlier in the text it states that drone delivery is “not as farfetched as it sounds,” so it is logical to complete the text by stating that it is only a matter of time before such deliveries become commonplace. It is not (A) because the narrator is indeed making a prediction. It is not (C) because the text is not focused on health care treatments. It is not (D) because this is not relevant to the claim that the passage is making.
7. **(C)** The economists claim that trickle-down economics will mainly benefit those at the top of the economic ladder. Therefore, a historical analysis that shows increased divides between rich and poor (i.e., stratification) after the implementation of tax breaks for the wealthy would help make this case. It is not (A) because the question is not about political popularity but about economic consequences. It is not (B) because factory closures are not directly attributable to the tax changes the economists are referencing. It is not (D) because a survey of wealthy individuals will not give clear evidence as to the society-wide merit of such policies.

8. (A) The text states that there has been a limited increase in human longevity, and that most of the population is younger, not older. Choice (A) provides evidence for this, showing that the U.S. population is primarily under 40 years of age. It is not (B) because this only focuses on Americans over 40 years of age. It is not (C) because there is no information about gender in the graph. It is not (D) because 2% could not reasonably be described as “significant numbers.”

Additional Practice Drill 2

1. Although open online courses have failed to transform higher education in the abrupt manner that many reformers predicted, the current push for discernible and accessible digital _____ from accredited institutions will be a turning point in education. This will result in students having the documentation necessary to demonstrate to potential employers that they have the skills needed to succeed in the workforce.

Which choice completes the text with the most logical and precise word or phrase?

- (A) lessons
 - (B) credentials
 - (C) instruction
 - (D) interaction
2. Inadequate sleep affects the nervous system through decreased ability for memory and learning. Lack of sleep _____ the endocrine system by, among other things, disrupting cortisol regulation and metabolism.

Which choice completes the text with the most logical and precise word or phrase?

- (A) inspects
- (B) impacts
- (C) forbids
- (D) improves

3. An earthquake with a magnitude of 3.0–3.9 is called a “minor earthquake.” These can usually be felt by most people, but very rarely cause any damage. Often, people end up attributing these small quakes to other causes like large trucks passing or large public transit vehicles. Earthquakes on the higher end of this range may cause slight shaking of household objects.

As used in the text, what does the word “slight” most nearly mean?

- (A) Mild
 - (B) Quick
 - (C) Luminous
 - (D) Irrelevant
4. At the forefront of my desire to spend a semester or two abroad is personal growth. The evidence is empirical: a survey by the Institute for the International Education of Students found that studying abroad was a defining moment in a young person’s life that continues to impact them long after their domestic return. In fact, 98% of the 3,400 respondents allowed that their experience abroad had left them with a better understanding of themselves, their cultural values, and their biases. Increased tolerance, compassion, and confidence are a few of the advantages. The individual change that occurs when studying abroad is a dynamic that works from the inside out—you become a better human being and opportunity arises for a better world.

What choice best describes the overall structure of the text?

- (A) A thesis followed by consideration of objections to the thesis
 - (B) A statistical analysis of an educational dilemma coupled with a plan of action
 - (C) A suggestion of a possible course of action along with self-reflection
 - (D) A statement of a goal followed by supporting reasons for that goal
5. A classroom that fails to challenge a student’s fundamental principles and create a hunger for lifetime learning fails altogether. Whether

teaching the humanities or the sciences, the educator is the one who lays out a puzzle and pilots instances of profound, sublime enlightenment. A student lucky enough to study under a true teacher is never satisfied, but instead, is relentlessly looking for answers.

What choice best describes the function of the underlined sentence in the text as a whole?

- (A) It emphasizes how an excellent teacher will inspire their students to be curious.
- (B) It provides a counterexample to the primary claim of the text.
- (C) It elaborates on the specific methods that a teacher can use to achieve a goal.
- (D) It portrays the likely career trajectory for a prospective educator.

6. **Text 1**

For most of western history, head coverings in the forms of hats and scarves have been the norm. Only in the last 40 years have hats for everyday use gone out of style to the point where anything other than a baseball cap is considered odd or pretentious. No longer is it considered a sign of politeness or culture to cover one's head, and that convention is not coming back. Hat fashion is dead; hair fashion is here to stay.

Text 2

The recent decrease in hat wearing is merely a blip on the radar of fashion. Large-brimmed hats are common for beach wear, and the bucket hat is making a resurgence for both men and women. People like hats not just for warmth or sun protection, but also as a fashion statement. Hats may add an extra layer of fiddlyness to an outfit, but when done well they enhance the look exponentially. People are remembering this, and hats are coming back.

How would the author of Text 2 most likely respond to the statement "Hat fashion is dead" in Text 1?

- (A) By wholeheartedly agreeing with it.

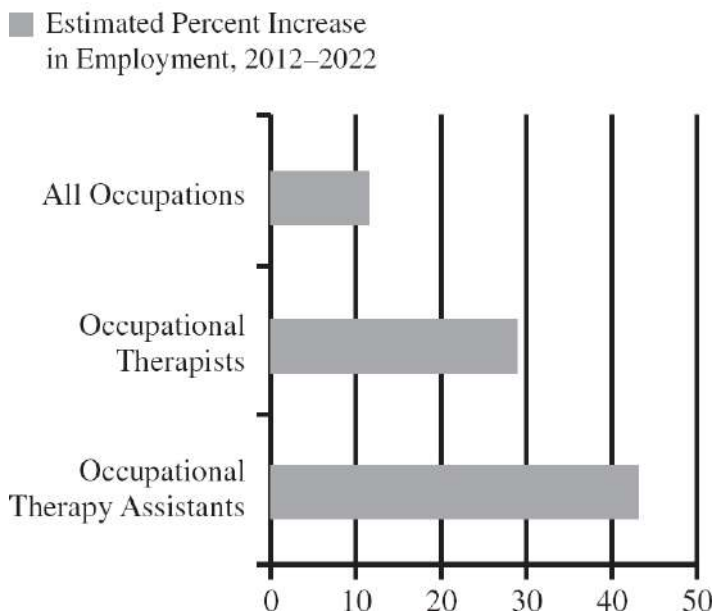
- (B) By moderately agreeing with it.
- (C) By strongly disagreeing with it.
- (D) By being indifferent to it.

7. It is safe to say no one posts any picture of themselves looking anything less than their best. They don't post about the boredom of their internship, their "staying-in" sweatpants, or the ramen noodles they eat most evenings for dinner. This creates a false online environment. People logging into Instagram after school each day see what appears to be all their friends and acquaintances living amazing and exciting lives. As they eat a frozen dinner and try to decide what to watch on Netflix, people scroll through engaging and perfect pictures and feel _____

Which choice most logically completes the text?

- (A) satisfied that they can stay in touch with friends in other cities.
- (B) worse about themselves and their seemingly inferior lives.
- (C) personally fulfilled with the intellectual stimulation they find.
- (D) a desire to improve their computer fluency through additional study.

8. **Estimated Percent Increase in Employment,
2012–2022**



Occupational therapy is a healthcare profession that uses holistic therapeutic practices to enable patients to regain their quality of life. The field of occupational therapy is growing, with significant gains in employment relative to employment in other potential careers.

Which choice best describes data from the graph that supports the conclusion expressed in the text?

- (A) The Bureau of Labor Statistics projects that occupational therapy assistants saw increased career prospects when compared to occupational therapists; in fact, the difference between the two is approximately 14%.
- (B) The Bureau of Labor Statistics estimates that there was an increase in employment for occupational therapists of 29% between 2012 and 2022, whereas the estimate for the increase in all jobs is 11%.
- (C) The Bureau of Labor Statistics estimates that the employment for occupational therapists increased 43% between 2012 and 2022. The estimate for the increase in all jobs is 11%.
- (D) The Bureau of Labor Statistics estimates that the employment for occupational therapists increased 11% between 2012 and 2022. The estimate for the increase in all jobs is 29%.

Answer Explanations

1. **(B)** “Credentials” would be documentation that show someone’s readiness for a particular career, making this the most logical option. While the other words could be helpful preparing students for the workforce, they will not necessarily result in usable documentation that employers can review.
2. **(B)** An appropriate synonym would be “affects” since the lack of sleep with affect the systems of the body. “Impacts” is most synonymous with this word. The other options do not align with “affects.”

3. **(A)** “Mild” is an appropriate word since the text refers to “minor earthquakes.” The other choices do not accurately depict a level of severity or magnitude.
4. **(D)** The narrator states their goal of wanting to spend a semester or two abroad; the narrator then goes on to provide specific reasons why this is a worthy goal. All of this aligns with choice (D). It is not (A) because the narrator does not focus on considering objections. It is not (B) because the narrator provides just one statistic—this cannot be considered a statistical analysis of a dilemma. It is not (C) because the narrator is not doing self-reflection but is convincing the reader of the worthiness of this goal.
5. **(A)** The text overall is focused on showing what makes for a good classroom environment, with this final sentence showing how students who learn under a “true teacher” will be perpetually curious. This goes along with choice (A). It is not (B) because it complements the text rather than contradicts it. It is not (C) because it makes a broad rather than a specific statement. It is not (D) because it does not get into career specifics.
6. **(C)** The author of Text 2 asserts that hats are making a comeback, so it is most logical to state that the author of Text 2 would strongly disagree with this statement. The other options do not capture the precise likely opinion.
7. **(C)** The narrator emphasizes how social media posting leads to a “false online environment” that makes it seem like other people are living amazing and exciting lives. This would logically lead to some people feeling worse about their own personal situations by comparison. It is not (A) because the users are not described as actively conversing with friends, but rather passively watching the activities of others. It is not (C) because there is no emphasis on personal fulfillment. It is not (D) because the use of social media is not described as academic in this context.

8. **(B)** Based on the first column at the top of the graph, all occupations experienced an 11% growth from 2012–2022, and based on the middle column of the graph, occupational therapists experienced a 29% increase in employment in the same period. The other options give incorrect information based on the graph.

Advanced Drills

The following questions are designed to represent the most challenging sorts of questions you could encounter on the SAT Reading. Take about ten minutes for each exercise.

Advanced Drill 1

1. Oils, which contain primarily nonpolar hydrocarbon bonds, are immiscible with aqueous solutions, meaning they will not spontaneously dissolve in water, which consists of highly polar hydrogen-oxygen bonds. Instead, oils will tend to form a film over polar solvents, while surface tension serves to stabilize this film at the oil-water interface. Because they are amphiphilic—meaning they possess both polar and nonpolar domains—surfactants may interact with both components of this interface and interfere with the electrochemical forces that maintain its integrity. Due to this unique property, surface tension lowering agents have found a host of applications in diverse commercial products, and are used as emulsifiers, foaming agents, and detergents.

As used in the text, what does the word “integrity” most nearly mean?

- (A) Rectitude
 - (B) Solidarity
 - (C) Cohesion
 - (D) Decadence
2. At the risk of oversimplifying, soaps are created by exposing triglycerides gathered from either plant or animal sources to a strong base in a process called saponification. The base hydrolyzes triglycerides to form glycerol and amphipathic free fatty acids. The

glycerol, in turn, is removed, and the fatty acids are complexed with sodium. While the words “soap” and “detergent” are sometimes used interchangeably in common parlance, one should note that detergents are not synthesized by saponification.

The author’s overall description of soaps and detergents is that they are

- (A) commonly thought of as interchangeable but in fact having an important difference.
 - (B) one and the same insofar as their chemical properties, such as molecular structure.
 - (C) different with respect to their capacity to mix in emulsions.
 - (D) major obstacles to the widespread acceptance of biosurfactants.
3. The following excerpt is from James Joyce’s 1916 novel *A Portrait of the Artist as a Young Man*.

The snares of the world were its ways of sin. He would fall. He had not yet fallen but he would fall silently, in an instant. Not to fall was too hard, too hard; and he felt the silent lapse of his soul, as it would be at some instant to come, falling, falling, but not yet fallen, still unfallen, but about to fall.

The tone of the text is best described as one of

- (A) resignation.
 - (B) terror.
 - (C) corruption.
 - (D) decreasing.
4. The following excerpt is from *Meditations on First Philosophy*, by René Descartes, 1641, in which he muses about the nature of knowledge.

But it may be said, perhaps, that, although the senses occasionally mislead us respecting minute objects, and such as are so far removed from us as to be beyond the reach of close observation, there are yet many other of their informations (presentations), of the truth of which

it is manifestly impossible to doubt; as for example, that I am in this place, seated by the fire, clothed in a winter dressing gown, that I hold in my hands this piece of paper.

The main purpose of the text is to illustrate Descartes' thinking about

- (A) the pitfalls of human perception.
- (B) the superiority of logical reasoning.
- (C) the importance of proper observational tools.
- (D) the spectrum of sensory certainty.

5. Within the red blood cell, hemoglobin exists as a four-subunit complex, or "tetramer," each subunit of which is made up of one "heme" metalloprotein, and one of several varieties of "globin." Comprised of iron and a carbon-nitrogen ring, heme is responsible for both the oxygen-binding capacity of hemoglobin, and for the red coloration of blood. Globin, meanwhile, refers to a folded chain of polypeptides, and it is the combination of these chains that imparts each type of hemoglobin with its unique characteristics.

Based on the text, what makes the hemoglobin varieties distinct?

- (A) Whether there is a carbon-nitrogen ring
 - (B) Whether there is a red coloration of the blood
 - (C) Variation in the arrangement of metalloprotein chains
 - (D) Variation in the arrangement of polypeptide chains
6. The following text is adapted from 1894 short story "The End of Books," by Octave Uzanne. In this story, a group of gentlemen gather after dinner to discuss what they think the future holds. Eventually they come to the topic of the future of books, and the following monologue is given by one of the group.

I take my stand upon this incontestable fact, that the man of leisure becomes daily more reluctant to undergo fatigue, that he eagerly seeks for what he calls the comfortable, that is to say for every means of sparing himself the play and the waste of the organs. You will surely agree with me that reading, as we practice it today, soon brings on great weariness; for not only does it require of the brain a sustained

attention which consumes a large proportion of the cerebral phosphates but it also forces our bodies into various fatiguing attitudes. If we are reading one of our great newspapers it constrains us to acquire a certain dexterity in the art of turning and folding the sheets; if we hold the paper wide open it is not long before the muscles of tension are overtaxed, and finally, if we address ourselves to the book, the necessity of cutting the leaves and turning them one after another, ends by producing an enervated condition very distressing in the long run.

According to the text, the narrator considers a major issue with reading to be

- (A) its physical demands.
- (B) its dull subject matter.
- (C) its intellectual requirements.
- (D) its obscure language.

7. The following text is from John Cobden's 1854 book *The White Slaves of England*, published to decry the horrible working and living conditions among the poor working classes of England.

Our plan has been to quote English authorities wherever possible. Out of their own mouths shall they be condemned. We have been much indebted to the publications of distinguished democrats of England, who have keenly felt the evils under which their country groans, and striven, with a hearty will, to remove them. They have the sympathies of civilized mankind with their cause. May their efforts soon be crowned with success, for the British masses and oppressed nations far away in the East will shout loud and long when the aristocracy is brought to the dust!

Which choice best describes the function of the underlined sentence in the text as a whole?

- (A) It shares the heartfelt confessions of those who were formerly oppressors.
- (B) It considers the objections of those who dismiss democracy.

- (C) It expresses a desire to use the words of authorities against them.
- (D) It demonstrates the widespread acceptance of a point of view.

8. Scientists have demonstrated that most animal genes participate in alternative splicing to one extent or another; far from a mere biochemical curiosity, it is a vital biological strategy to maximize the economy of genetic material, which must be laboriously reproduced with each cell division, while maintaining an immense diversity in the protein-encoding capacity of a genome. In an extreme example, the genome of the insect species *Drosophila melanogaster* contains the large sum of about 15,000 genes. Yet, through alternative splicing, one single *D melanogaster* gene—known as DSCAM—has been shown to encode as many as 38,000 different proteins.

Based on the text, which expression gives the most likely range of values for the total number of proteins in a *Drosophila melanogaster* genome?

- (A) Number of total proteins = $15,000 + 38,000$
- (B) Number of total proteins = $38,000 - 15,000$
- (C) Number of total proteins $\leq 38,000 \times 15,000$
- (D) Number of total proteins $> 38,000 / 15,000$

Answer Explanations

1. (C) From the context, we understand that surfactants reduce surface tension and can interfere with the stability of an oil-water film. Therefore, if its properties allow a surfactant to interfere with forces that maintain integrity, we can assume the proper word choice is “cohesion,” or “the act of sticking together.” “Rectitude” refers to another meaning of integrity, like “virtue.” “Decadence” is, then, the opposite of “rectitude.” “Solidarity,” while a tempting choice, usually refers to unity among a group of individuals.
2. (A) The author makes sure to differentiate soaps and detergents even though they “are sometimes used interchangeably.” Choices (B) and (C) give misleading information that doesn’t account for the text’s

explanation that they are neither identical in structure nor in creation. Choice (D) is incorrect because this is not referred to in the text.

3. **(A)** At the conclusion of the text, the narrator yields to his fate. He is “still unfallen, but about to fall,” so the best description of this tone would be resignation. “Terror” is too strong. “Corruption,” although related to sin, is not depictive of the narrator’s tone. “Decreasing” would be used improperly here since the tone is not lessening in size or strength.
4. **(D)** The text refers to Descartes’ acknowledgement that there are some truths that are “manifestly impossible to doubt.” As examples, Descartes presents sensory observations like his location, clothing, and current activities as occurrences of knowledge that he cannot refute. So, (D) is correct. He is emphasizing the certainties of human perception, rather than the pitfalls. Additionally, he is not referring to “logical reasoning” or “tools” but merely to fundamental senses.
5. **(D)** The text states that a combination of polypeptide chains accounts for the varieties of hemoglobin. Choices (A) and (B) refer to characteristics of the heme that each type of hemoglobin has in common. Choice (C) is imprecise because metalloprotein refers to collective heme, not to the distinct chains associated with the globin.
6. **(A)** Throughout this text, the author underscores the physical demands of reading in the printed form—needing to have “dexterity” to turn and fold the sheets and to hold the paper wide open. The author suggests that a “man of leisure” will be more and more unwilling to undergo fatigue and would therefore be open to a less physically demanding type of media. So, it is reasonable to infer that the physical demands of reading are what the author considers to be a major issue. Choices (B), (C), and (D) all could represent shortcomings of reading, but they are not mentioned in this text.
7. **(C)** In the previous sentence, the narrator says that the plan “has been to quote English authorities wherever possible,” indicating a desire to use the words of authorities against them. It is not choice (A) because

there would be no need to condemn those who confessed in a heartfelt way. It is not (B) because the narrator is not trying to consider the objections of authorities, but to trap them in their contradictions. And it is not (D) because the narrator understands that English authorities likely have very different points of view from those whom they oppress.

8. (C) We can find the number of proteins by multiplying how many genes there are by how many proteins they code for. The last sentence tells us that this particular gene—that codes for 38,000 proteins—is “an extreme example.” Therefore, if the genome has about 15,000 genes, it is highly unlikely that they all encode for that many proteins. Hence, we can assume that the total number of proteins is less than 15,000 multiplied by 38,000. In fact, even if the genes were all similarly extreme, (C) would still be correct because the total proteins would be equal to 15,000 multiplied by 38,000.

Advanced Drill 2

1. Agricultural and biological engineers develop medicines, create better ways of growing and protecting our food supply, and, along with environmental engineers, help to create a cleaner, safer environment in which to breathe, grow food, and have safe drinking water. Even if you have not met such an engineer before, they have set an example of how to be good stewards of our resources, and we have all benefitted from what they have done for us.

As used in the text, what does the word “stewards” most nearly mean?

- (A) Attendants
 - (B) Curators
 - (C) Assistants
 - (D) Guardians
2. The following text is adapted from Nathaniel Hawthorne’s 1852 novel *The Blithedale Romance*. Mr. Coverdale, an idealistic young man, who has recently moved onto a utopian communal farm, is recovering

from a fever. He is attended first by Hollingsworth, a philanthropist, and second by Zenobia, a beautiful wealthy resident of the farm.

All other members of the Community showed me kindness according to the full measure of their capacity. Zenobia brought me my gruel, every day, made by her own hands; and whenever I seemed inclined to converse, would sit by my bedside, and talk with so much vivacity as to add several gratuitous throbs to my pulse. Her poor little stories and tracts never half did justice to her intellect. It was only the lack of a fitter avenue that drove her to seek development in literature. She was made (among a thousand other things that she might have been) for a stump-oratress. I recognized no severe culture in Zenobia; her mind was full of weeds. It startled me, sometimes, in my state of moral as well as bodily faint-heartedness, to observe the hardihood of her philosophy.

In the narrator's view, what was the major factor that drove Zenobia into her primary intellectual pursuit?

- (A) Significant natural talent.
- (B) Her desire to shock her contemporaries.
- (C) Religious zeal.
- (D) A scarcity of opportunities.

3. The more compact and less delicate color camera designed by German photographer Adolf Miethe simply included a rotating filter disc, which allowed three photographs to be taken in rapid succession. From 1909 to 1915, Miethe's design was used by his Russian protégé, Sergei Prokudin-Gorsky, in a project appointed to him by Czar Nicholas II to document visually the history, culture and modernization of the Russian Empire. His extensive and compelling work in the Russian provinces constitutes the first major series of color photojournalism. However, whenever a moving object was included in the frame—particularly water—the shortcomings of Miethe's design became obvious. The consecutive exposure of plates, however swift, would always leave some room for visual conflict between the three images.

Based on the text, it can be logically concluded that a Miethe-designed camera could most successfully photograph a river under what weather conditions?

- (A) At high noon on a summer day with a light breeze
 - (B) On a rainy, blustery day with mild flooding
 - (C) On a freezing, windless day
 - (D) Any form of water with equally low quality
4. Text 1 is adapted from Walt Whitman's 1860 poem "I Hear America Singing." Text 2 is adapted from Langston Hughes's 1925 poem "I, Too."

Text 1

I hear America singing, the varied carols I hear,

Those of mechanics, each one singing his as it should be blithe and strong,

The carpenter singing his as he measures his plank or beam,

The mason singing his as he makes ready for work, or leaves off work,

The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,

The shoemaker singing as he sits on his bench, the hatter singing as he stands,

The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,

The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,

Each singing what belongs to him or her and to none else,

The day what belongs to the day—at night the party of young fellows, robust, friendly,

Singing with open mouths their strong melodious songs.

Text 2

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed—

I, too, am America.

What best describes the different themes of Text 1 and Text 2 respectively?

(A) Career advancement and artistic awareness

- (B) Individual creation and racial inclusion
 - (C) Musical talent and gustatory sensibility
 - (D) Present day and distant past
5. Mites do not necessarily mean the end of bees. These mites are slow to spread in nature, and North America is a big place. However, because of commercial farming practices, there is a major concern that mites and their associated viruses could soon infect most colonies in North America. Most bees, despite what people think, do not just stay in one area. In fact, most hives do not stay in one area. They travel the country. Beekeepers in today's agricultural setting rent out their bees to massive farms. One great example is the almond orchards in California. Natural bees in the area are not populous enough to pollinate the thousands and thousands of almond trees. So, apiarists (beekeepers) _____.

Which choice most logically completes the text?

- (A) notify governmental authorities when bee populations become overly burdensome on the environment.
 - (B) aid bees in their migratory journey away from the California orchards.
 - (C) rent hives out to the almond farms for a few months each year to get the job done.
 - (D) attain professional credentials through vocational agricultural programs.
6. The following text is from Harriet Beecher Stowe's 1852 novel *Uncle Tom's Cabin*.

The prayer-meeting at Uncle Tom's Cabin had been protracted to a very late hour, and Tom and his worthy helpmeet were not yet asleep, when between twelve and one there was a light tap on the windowpane.

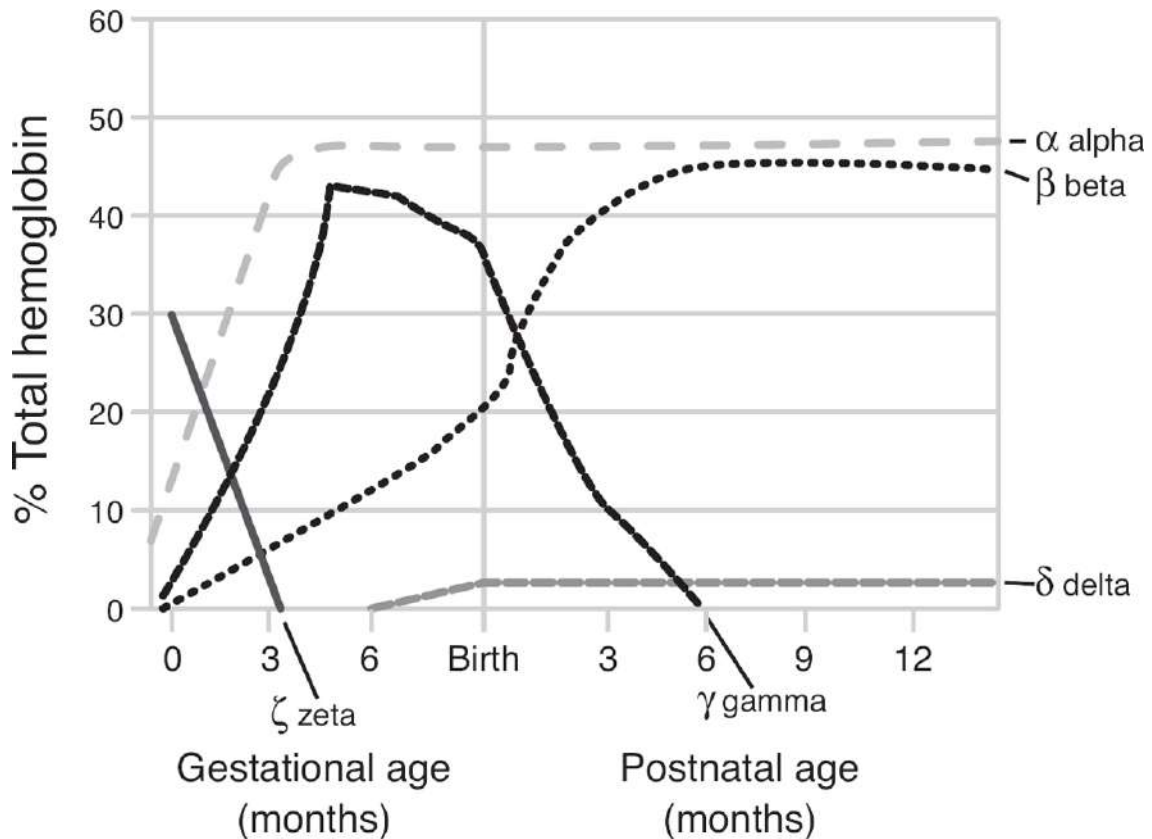
"Good Lord! what's that?" said Aunt Chloe, starting up. "My sakes alive, if it aint Lizzy! Get on your clothes, old man, quick. I'm gwine to open the door."

And suiting the action to the word, the door flew open, and the light of the candle which Tom had hastily lighted, fell on the face of Eliza. “I’m running away, Uncle Tom and Aunt Chloe—carrying off my child. Master sold him.”

Which choice best states the function of the underlined sentence in the text as a whole?

- (A) To show that Eliza feared unwanted detection
 - (B) To demonstrate that Eliza respected nightly rituals
 - (C) To highlight how Chloe was hesitant to share bad news
 - (D) To express how Chloe understood her misdeeds
7. Eugène Boudin was a 19th-century French landscape painter who famously painted while outdoors. Which quotation from an article describing these paintings gives the best evidence that Boudin’s painting was characterized by subjects from a variety of socioeconomic classes?
- (A) “Though these works brought him very little financial profit, it is known that he was exceptionally fond of them.”
 - (B) “Having worked as a bay fisherman in his youth, it has been claimed that Boudin was perhaps somewhat ashamed of his reputation as painter.”
 - (C) “These works provide us with a compelling contrast to paintings by other artists of the languorous, well-to-do beach-goers.”
 - (D) “Together they provide a rare, panoptical insight into the full social spectrum of French life by the sea in the mid-to-late 19th century.”

8.



A neonatal medical scientist claims that an examination of percentages of globin chains can give doctors a relatively clear idea of the age of both fetuses and children. The scientist claims that particular globin makeups will often correspond to particular ages.

Based on the graph, a rough measurement of which of the following globin chains would give the clearest indication that a child was born two months premature?

- (A) Alpha
- (B) Beta
- (C) Gamma
- (D) Zeta

Answer Explanations

1. **(D)** The text states that engineers have exemplified “how to be good stewards of our resources.” Before this statement, the author discusses how agricultural, biological, and environmental engineers have helped

to create a cleaner, safer, and all-around higher quality environment for us. Hence, guardian, or “protector” is the closest meaning. Curators are keepers of museums. Finally, both attendants and assistants indicate helpers, so they are too tepid for this context.

2. **(D)** The text indicates that Coverdale believes that Zenobia pursued literature because there was a lack of a “fitter avenue” and that her literary works did not do justice to her intellect. So, her primary intellectual pursuit of literature was primarily a result of a lack of opportunities. Choices (A) and (B) both give characteristics that would apply to her mindset but would not hold her back. And while she has passion and zeal for her beliefs, there is no evidence that her zeal is religious in nature; even if it were, this would not hold her back from her goals.
3. **(C)** The second to the last sentence suggests that the major shortcoming of Miethe’s design was its inability to photograph properly moving objects because it needed a more expanded exposure time. If an object were relatively stable, as objects would likely be on a freezing, windless day, Miethe’s design would be more successful. Choices (A) and (B) would not work due to the presence of wind, and choice (D) would not work because frozen water would be more clearly photographed than moving water.
4. **(B)** The first poem focuses on how individuals create things through their various professions, doing so in a harmonious fashion. The second poem emphasizes the need to include people of color in America. So, the different themes of the texts are individual creation and racial inclusion, respectively. It is not (A) because Text 1 is not addressing the need for career advancement. It is not (C) because there is not a focus on taste and sensation in Text 2. It is not (D) because Text 2 is written from a present-day perspective, not one from the distant past.
5. **(C)** The text draws attention to the fact that bees and their hives can be moved from place to place and that there are not sufficient natural bees to pollinate the almond orchards in California. Therefore, it

would be logical for beekeepers to help solve this problem by renting out their hives to the almond farms to help with pollination. It is not (A) because the previous sentence says that there is a lack of bees. It is not (B) because it wouldn't make sense for the beekeepers to help bees move away from an area where they are needed. It is not (D) because this does not relate to the need for their specific services to solve the almond pollination problem.

6. **(A)** It is safe to assume that the “light tap” is indicative of Eliza’s discretion, as she must be very secretive about her plans to run away. So, it is fitting to say that she is trying to avoid detection as in choice (A). Choice (C) is incorrect because we know she risked visiting Tom specifically to share the news. Choice (B) wrongly assumes her caution is related to offending Tom and Chloe by visiting them so late. Finally, (D) inaccurately assumes she is worried more about breaking the law than about being caught.
7. **(D)** By referring to “the full social spectrum of French life,” Choice (D) gives the best evidence that Boudin’s painting was characterized by subjects from a variety of socioeconomic classes. The other options do not indicate that the subjects of his paintings would be from a variety of different social and economic classes.
8. **(B)** To find the clearest indication that a child was born two months premature, we would want to determine the level of a particular hemoglobin protein that had an easily measurable and unique value at 7 months of gestation—beta is approximately 20% at this point, and this is the only time that it meets the level. It is not (A) because the alpha maintains its 7-month percent for some time. It is not (C) because gamma is at its 7-month percent both at 7 months and at 5 months. It is not (D) because zeta ceases to be a factor after 3 and half months of gestation.

Vocabulary Resources

50 Common Word Roots

Efficiently build your SAT vocabulary by studying these fifty common word roots and their definitions as well as common SAT words that incorporate these word roots.

› **Root: *Ab*** _____

Definition: away

SAT Words:

- **abrogate** (deny, repeal (make it go away))
- **abstain** (do away with)

› **Root: *Ambi*** _____

Definition: both

SAT Words:

- **ambidextrous** (able to use both hands)
- **ambivalent** (undecided; could go “both” ways)

› **Root: *Ambul*** _____

Definition: move or walk

SAT Words:

- **ambulate** (walk around)
- **somnambulate** (walk while sleeping)

› **Root: *Ami*** _____

Definition: love

SAT Words:

- **amiable** (pleasant and friendly)
- **amicable** (done in a friendly way)
- **amity** (friendship)

› **Root: *Contra*** _____

Definition: against

SAT Words:

- **contradict** (claim the opposite of another statement)
- **contraposition** (opposition)

› **Root: *Cred*** _____

Definition: believe

SAT Words:

- **credible** (believable)
- **credulous** (overly eager to believe something, gullible)
- **incredulous** (unwilling to believe)

› **Root: *Crypt*** _____

Definition: hidden

SAT Words:

- **cryptic** (having a mysterious meaning)
- **decrypt** (decode a secret message)
- **encrypt** (convert something into a secret code)

› **Root: *Cycl*** _____

Definition: circle or ring

SAT Words:

- **cycloid** (circular)
- **cyclone** (circular storm)
- **cyclotron** (a circular machine that physicists use to accelerate particles)

› **Root: *Dem*** _____

Definition: people

SAT Words:

- **demagogue** (a leader who appeals to popular prejudice instead of rationality)
- **democracy** (a government elected by the people)
- **demography** (the study of human population statistics)

› **Root: *Derm*** _____

Definition: skin

SAT Words:

- **dermatology** (a branch of medicine that is associated with the treatment of skin)
- **hypodermic** (related to the parts beneath the skin)
- **intradermal** (between the layers of the skin)

› **Root: *Dict*** _____

Definition: speak

SAT Words:

- **edict** (an order from an authority figure)
- **indict** (to formally accuse someone of a crime)
- **malediction** (a curse)

› **Root: *Domin*** _____

Definition: master

SAT Words:

- **dominant** (most powerful)
- **domineering** (controlling and overbearing)
- **dominion** (area of control)

› **Root: *Dur*** _____

Definition: hard

SAT Words:

- **durable** (able to withstand damage)
- **endurance** (capacity to last)
- **obdurate** (stubborn)

› **Root: *Ego*** _____

Definition: I, self

SAT Words:

- **alter ego** (second version of oneself)
- **egomaniacal** (obsessed with oneself)
- **egotistical** (self-centered)

› **Root: *Esth*** _____

Definition: feeling

SAT Words:

- **aesthetic** (associated with an appreciation for beauty)
- **anesthetic** (something that reduces painful sensations)

› **Root: *Extra*** _____

Definition: outside

SAT Words:

- **extralegal** (outside of the law)
- **extraneous** (outside of what is needed)
- **extrapolate** (to make a prediction based on past data and experiences)

› **Root: *Fid*** _____

Definition: faith

SAT Words:

- **confidant** (a person in whom you have faith and trust)
- **fidelity** (being faithful, loyal)
- **perfidy** (being faithless, disloyal)

› **Root: *Flect*** _____

Definition: bend

SAT Words:

- **deflect** (to divert something)
- **genuflect** (to bend on your knee to show respect)
- **inflection** (to make your voice rise and fall (to “bend” your voice))

› **Root: *Flor*** _____

Definition: flower

SAT Words:

- **efflorescence** (blossoming)
- **florid** (flowery)

› **Root: *Fract/Frag***

Definition: break

SAT Words:

- **fracture** (to break)
- **fragile** (breakable)
- **refract** (to alter waves on a straight path)

› **Root: *Fug*** _____

Definition: run away

SAT Words:

- **(fleeting)**
- **refugee** (a person forced to leave his or her home)
- **subterfuge** (evasion, deceit)

› **Root: *Gen*** _____

Definition: birth, production

SAT Words:

- **genesis** (creation)
- **genteel** (well-bred, refined)
- **progeny** (descendants)

› **Root: *Gram*** _____

Definition: something written

SAT Words:

- **epigram** (a witty saying)
- **monogram** (a decorative design made of two or more letters)
- **phonogram** (a symbol that represents a spoken sound)

› **Root: *Graph*** _____

Definition: to write

SAT Words:

- **bibliography** (a list of scholarly sources)
- **cosmography** (a description of the universe)
- **typography** (the style of printed material)

› **Root: *Grat*** _____

Definition: pleasing

SAT Words:

- **gratify** (to give satisfaction)
- **gratuitous** (done freely, often unwarranted)
- **ingratiate** (to gain favor by helping someone)

› **Root: *Gress*** _____

Definition: to step, to go

SAT Words:

- **digress** (to go away from the main topic)
- **egress** (exit)
- **transgress** (to violate a law)

› **Root: *Hetero*** _____

Definition: different

SAT Words:

- **heterodox** (nonconformist)
- **heterogeneous** (diverse)
- **heteromorphic** (having different forms)

› **Root: *Homo*** _____

Definition: same

SAT Words:

- **homogeneous** (of the same type)
- **homologous** (similar, especially biologically)
- **homophone** (words with the same pronunciation but different meanings (e.g., “son” and “sun”))

› **Root: *Idio*** _____

Definition: peculiar, distinct

SAT Words:

- **idiom** (an expression that is distinct to native speakers of a language)
- **idiosyncrasy** (a peculiar characteristic of an individual)

› **Root: *Judi*** _____

Definition: judge, lawyer

SAT Words:

- **adjudicate** (to make a judgment)
- **judicial** (concerning the administration of justice)
- **judicious** (possessing sound judgment)

› **Root: *Ling*** _____

Definition: language

SAT Words:

- **linguist** (a person who studies languages)
- **linguistics** (the study of languages)

› **Root: *Loqu*** _____

Definition: speak

SAT Words:

- **colloquial** (used in informal conversation)
- **eloquent** (able to express oneself well)
- **loquacious** (talkative)

› **Root: *Magn*** _____

Definition: large, great

SAT Words:

- **magnanimous** (greatly noble in spirit)
- **magnate** (a greatly influential person)
- **magnitude** (greatness, size)

› **Root: *Mal*** _____

Definition: bad

SAT Words:

- **malcontent** (a difficult person)
- **malevolent** (showing evil intent)
- **malign** (evil)

› **Root: *Mut*** _____

Definition: change

SAT Words:

- **immutable** (unchangeable)
- **permutation** (a change in the arrangement of a set of items)
- **transmute** (to change in form)

› **Root: *Ob*** _____

Definition: against

SAT Words:

- **obdurate** (stubborn)
- **obtrusive** (unpleasantly noticeable)

› **Root: *Phil*** _____

Definition: love

SAT Words:

- **philanthropist** (a person who loves to help others, usually by donating money)
- **philosophy** (the study of knowledge (love of wisdom); a way of thinking)
- **technophile** (a person who loves advanced technology)

› **Root: *Plac*** _____

Definition: calm

SAT Words:

- **complacent** (unconcerned; self-satisfied)
- **placate** (to make someone less angry)
- **placid** (calm, peaceful)

› **Root: *Re*** _____

Definition: back, again

SAT Words:

- **relegate** (downgrade, lower)
- **remunerate** (to pay back for services)
- **renege** (to go back on a promise)

› **Root: *Sagac*** _____

Definition: wise

SAT Words:

- **sagacious** (having wisdom, good judgment)
- **sagacity** (wisdom)

› **Root: *Sang*** _____

Definition: having to do with blood

SAT Words:

- **sanguinary** (bloody or bloodthirsty)
- **sanguine** (cheerful and optimistic (being red-faced with hope rather than blue with despair))

› **Root: *Sequ*** _____

Definition: follow

SAT Words:

- **consequently** (as a result)
- **obsequious** (excessively obedient)
- **subsequent** (following in time)

› **Root: *Somn*** _____

Definition: sleep

SAT Words:

- **insomnia** (an inability to sleep)
- **somnambulate** (sleepwalk)
- **somnolent** (sleepy)

› **Root: *Tac/Tic*** _____

Definition: be silent

SAT Words:

- **reticent** (reluctant to speak)
- **tacit** (unspoken)
- **taciturn** (uncommuicative)

› **Root: *Troph*** _____

Definition: feed, grow

SAT Words:

- **autotroph** (an organism that makes its own food)
- **heterotroph** (an organism that obtains its food from sources outside of itself)

› **Root: *Ultim*** _____

Definition: last

SAT Words:

- **penultimate** (second to last)
- **ultimate** (last)
- **ultimatum** (a final demand)

› **Root: *Vener*** _____

Definition: respectful

SAT Words:

- **venerable** (worthy of respect)
- **venerate** (to show respect)
- **veneration** (great respect)

› **Root: *Vit*** _____

Definition: life

SAT Word:

- **vitality** (life force, energy)

› **Root: *Voc*** _____

Definition: voice

SAT Words:

- **advocate** (to voice support)
- **invocation** (the act of summoning divine help)
- **vociferous** (loudly and repeatedly expressive)

› **Root: *Vol*** _____

Definition: fly, wish

SAT Words:

- **benevolent** (wishing kindness)
- **volition** (using one's ability to choose)

- **voluntary** (freely chosen)

250 Words Important to the SAT Reading

Review these frequently found SAT vocabulary words to help you perform your best on the words-in-context questions and to fully understand the reading passages.

Abject—Abject is often used to describe negative things and heighten the negativity. You might see loneliness, poverty, or sadness described as being abject. It describes the highest level of loneliness, poverty, or sadness a person could reach.

Example sentence: Having lost his wife to the bubonic plague, the young man fell into abject sadness that did not lift until life provided him with a new companion some 25 years later.

Abode—Put simply, an abode is a place where people live. It could be anything from a house, to a cave, to an apartment, to a van. If humans take shelter there, it can be called an abode.

Example sentence: “Welcome to my humble abode,” said the nomad, as he lifted a flap to allow me entrance to his colorfully furnished canvas home.

Abstract—When something is abstract, it isn’t concrete or tangible. It might exist as an idea only (the concept of gravity is abstract), or it might be something that you can touch but that represents ideas or feelings (like abstract art, which is art that does not depict real items).

Example sentence: She soon realized that while they often had long talks about the future, they were not concrete discussions. Rather, he discussed the future abstractly, as something he couldn’t really see.

Acknowledge—To acknowledge someone or something is to notice it and make sure it knows that it has been noticed. If a student raises her hand during a lecture, a teacher may nod toward the student to acknowledge the student. That is, the head nod says, “I see you have your hand raised. Just a moment while I finish up my thought.”

Example sentence: After training longer and harder than any of his teammates, the new tennis player was proud to receive the “most improved” award as an acknowledgement of all his hard work.

Adapt—To adapt is to change to fit the situation. If a fish is switched to a new tank, it may need a few days to adapt before going back to its more normal patterns of existence.

Example sentence: The sudden change of rules was very upsetting for the mock trial team, but soon they were hard at work adapting their strategy in order to best take advantage of the new situation.

Admonition—An admonition is the noun form of the word admonish. Therefore, an admonition is the scolding you might receive if you have done something wrong.

Example sentence: Having been caught with her hand in the cookie jar, the little girl hung her head and waited for the admonition she was sure she would receive from her parent.

Affluent—To be affluent is to be very well off financially.

Example sentence: Having grown up in an affluent home, John Smith was well accustomed to all the luxuries and sophistication of upper-class life.

Agitate—To agitate means to work up or disturb. The big post that is sometimes in the middle of a clothes washing machine is called an agitator because it helps work the soap into a lather. You might also agitate a human or animal by annoying them or frustrating them until they become all worked up.

Example sentence: As the baby’s cries grew louder and louder, the other theatergoers became more and more agitated until someone was finally so fed up that he asked the parents to take the baby outside.

Aggrandize—If you notice the word *grand* in aggrandize, it may help you remember how this word is used. Generally, to aggrandize something is to make it grander; oftentimes people mentally aggrandize and think of things as grander than they really are.

Example sentence: Since they lived in different states, the young couple had spent a lot of time apart. When they finally saw each other again, they realized that they had each aggrandized the other, and were disappointed in the real person in front of them.

Aggregate—When discussing the aggregate (as a noun), you're talking about the whole, not the parts.

Aggregate can also be a verb in which you build up the parts to create a whole.

Example sentence: I've been very busy at work since my superior asked that I aggregate all the available data on consumer habits and present it as a complete report to the CEO.

Alternation—Alternating is simply taking turns. For example, you and your sibling might alternate doing the dishes so that no one has to do them two nights in a row. Alternation, then, is simply the noun form of the verb alternate.

Example sentence: The alternation of quarterbacks from one play to the next confused the opposing team and caused them to misread several plays, leading to our team scoring a touchdown.

Amicable—To be amicable with other people means to get along with them. It is a warm word often used to describe friendly, but not overly friendly, relationships with coworkers, neighbors, and other acquaintances.

Example sentence: After the hubbub from the move settled down, the roommates forged an amicable relationship. While never becoming close friends, they were more than happy to bring in the other's mail and to live in relative peace and harmony.

Analogous—When two things are analogous to each other, they can be compared to one another. Often, this comparison will help clarify something about one of the things being compared. Think of the word analogy when thinking about what analogous means.

Example sentence: Finding my missing phone was analogous to trying to find a needle in a haystack—it was pretty hopeless.

Analogy—An analogy is a comparison between two items using *like* or *as*.

Example analogy: The young boy's jealousy grew inside him like a little green monster, waiting to escape.

Anomaly—An anomaly is something strange or out of the usual pattern of things. If, for example, a very kind and sweet classmate lost their temper just one time, you might call that occurrence an anomaly.

Example sentence: The scientist assured the worried townspeople that the strange lights at night were merely a meteorological anomaly and not the signals of arriving aliens.

Antipathy—If you were to hate someone's guts, you might say you felt antipathy toward them. It is a very negative feeling toward another person or thing.

Example sentence: While he loved his wife very much, he felt nothing but antipathy toward his in-laws, which put a definite strain on their marriage.

Apparition—Apparition sounds like the word appear. An apparition is something that suddenly appears. Oftentimes, ghosts and other supernatural phenomena will be described as being apparitions.

Example sentence: The youth quaked as they heard a strange sound; they should have never broken into the abandoned house, which was full of apparitions.

Arbitrary—This word can usually be replaced with the word random.

Example sentence: The seating chart had previously been arbitrary, but the teacher had to be more deliberate in assigning seats during the second quarter so as to prevent cheating.

Ascertain—To ascertain something is to find it out or confirm it. For example, the police may hold a person for a certain amount of time while they try to ascertain the details of the crime committed.

Example sentence: The town waited with bated breath as the counters worked to ascertain the winner of the mayoral election.

Aspire—If someone were to tell you to “aspire to higher things,” it might be interpreted as “dream big.” Aspiring means working toward a lofty goal.

Example sentence: Though I’m only a yellow belt at the moment, I aspire to be a black belt in a few years.

Autocratic—An autocrat is someone in charge who has all the power. The czars in Russia, for example, were autocrats. There was no governmental power outside of them. Autocratic, then, is the adjectival form of autocrat—it can be used to describe someone who is acting like an autocrat.

Example sentence: Mrs. Nafziger is a very strict teacher and is quite autocratic in the way she runs her history classes.

Automated—Think about the word automatic. Automated means something has been changed to make it now automatic where as previously it was not. For example, a dishwasher would automate the dishwashing process.

Example sentence: The factory workers were very concerned about losing their jobs as more and more tasks around the plant were automated.

Beget—When you beget something, it means you take steps to bring that thing into existence. It can also refer to an action that leads to something. You might say that if you pass around a petition to bring chicken nuggets back to the cafeteria, you are trying to beget change. (Don’t mess this word up with the similar-sounding word baguette, which is a long, thin loaf of French bread).

Example sentence: Planting seeds in the spring is the only way to beget a harvest in the fall.

Benevolent—To be benevolent is to be kind. Quite often, this word is used to describe elderly people who are willing to give away all they have and charities that work to better people’s lives by giving.

Example sentence: When hard times hit the community, many people turned to the benevolent philanthropist who live just outside of town. It was well known that he would help everyone he could.

Bestow—To bestow something is to give it to someone. This is often use when giving titles and other honors.

Example sentence: After his heroic actions on the battlefield left him with grave injuries, the government bestowed upon the soldier the Purple Heart medal.

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Biological—Biology is the study of life; biological is describing something related to the study of life or related to life itself. For example, if you are infected with bacteria, you could call how your body reacts a biological response.

Example sentence: When I broke my leg, my doctor explained the biological process my body would go through to bring about healing; it was really neat to learn!

Calibrate—To calibrate something is to adjust it so that it runs the way it should. This is especially applicable to machines that have readouts. If your car's speedometer tells you that you're going 30 miles per hour when you're really going 55 miles per hour, then you need to have your speedometer calibrated.

Example sentence: The old oven was in bad shape. When we set it to 350, it only reached 200. We called a repair person to calibrate the dial, and that fixed the problem.

Calisthenics—Calisthenics are a type of exercise that rely on body weight. They include push-ups, sit-ups, jumping jacks, and other simple movements that require no equipment.

Example sentence: While the elderly man was far past the point in life where he could lift heavy weights, he still stuck to the daily calisthenics routine that he had in the Army some 50 years earlier.

Capacity—The capacity of something is a measure of its ability. A room has a maximum capacity, which says how many people can be in that room. A car may have the capacity to go 150 miles per hour. A person could have the capacity to handle a difficult situation.

Example sentence: What the president was asking the man to do was far beyond his capacity; he would need to request backup.

Celestial—When something is celestial, it has to do with outer space.

Example sentence: When studying astronomy, it is helpful to have a celestial map for reference.

Censure—To censure someone is to give them a formal reprimand. Quite often, governments hand out censures to their members for having done something wrong, but not necessarily illegal.

Example sentence: The young representative received a censure after his foolish and dangerous antics were published by a respectable newspaper.

Circulation—Circulation is quite often thought of in relation to blood moving through the body, but it can refer to anything moving back and forth or around in a predictable pattern.

Example sentence: The circulation of rumors can be quite detrimental to a person's reputation.

Coerce—To coerce someone is to get them to do something by threat of force.

Example sentence: When asking nicely fails to work, bad people often turn to coercion to get what they want.

Cognition—Cognition is the ability to understand something. When people get older and develop dementia, quite often their cognition is negatively impacted.

Example sentence: Getting plenty of sleep is instrumental in increasing one's cognition.

Colloquial—The word colloquial almost always describes language. Colloquial language is everyday language. In English, for example, you probably use a lot of colloquial language with your friends, but likely speak a bit more properly to teachers and other adults.

Example sentence: When my turn came to speak to the foreign dignitary, I did my best to speak formally and avoid using colloquial language.

Commercial—Commercial has to do with the buying and selling of goods. For example, if you begin a commercial enterprise, you are likely setting out to go into business to buy, sell, create, or distribute goods.

Example sentence: Many companies now use overnight delivery to get their commercial goods to the customers who have ordered them.

Complementary—When something is complementary, it goes well with the thing around it.

Example sentence: Milk and cookies are complementary foods that I greatly enjoy eating simultaneously.

Complimentary—Something that is provided free of charge. Also, a compliment is a nice thing to say about someone.

Example sentence: Compliments about your excellent work cost the teacher nothing—they are complimentary.

Conflate—Oftentimes, we are warned not to conflate things. This means we need to keep the two things separate and not assume that they are the same idea. For example, in history class you may conflate the feminist movement and the suffragette movement. While they have some similarities, they aren't the same thing.

Example sentence: Be careful not to conflate infatuation and love. That is a surefire way to end up with a broken heart.

Conjure—To conjure is to bring something up. When telling a scary story, you may conjure up images that are terrifying to the listeners.

Example sentence: If a small child demands candy when you have none, you might reply, “I’m afraid I can’t conjure up sweets out of thin air just because you want them.”

Consensus—When everyone agrees, there is a consensus.

Example sentence: In government, rarely is there a consensus. Rather, there are a multitude of opinions vying to be heard.

Consequence—Consequences are the results of an action taken. There can be positive consequences, but more often this word is used to indicate a negative result or a punishment for negative actions.

Example sentence: If you fail to show up at practice, the consequence is that you don’t get to play.

Conservator—A conservator is a person whose job it is to conserve or preserve something. This word could also be used to just mean a general guardian.

Example sentence: The art collection had a marvelous conservator who did all she could to ensure that the art would be enjoyed for many generations to come.

Constitution—We are likely all familiar with the governmental term constitution. But this word can also apply to someone’s bodily health or how something is put together. Any of those three meanings could pop up on the SAT.

Example sentences: Since the constitution of the carriage was not very sturdy, a delegate was involved in an accident on his way to the Constitutional Convention. Luckily, the delegate had a strong personal constitution, and he recovered easily in just a few days.

Contingent—When something is contingent, it is relying on other factors to come to be. An outdoor field trip, for example, might be contingent on the weather.

Example sentence: I am planning on traveling to the capital to watch the soccer team play for the state title. That is contingent, of course, on us

winning this last playoff game.

Conventional—When something is conventional, it follows the traditional rules that are set up. For example, a bride wearing white is very conventional while a bride wearing bright red would be unconventional.

Example sentence: My family tends to be very conventional at Thanksgiving. We always eat a turkey with stuffing, mashed potatoes, and a few side dishes, and then we have pumpkin pie for dessert.

Convey—To convey something is to get it across. You could convey a tin of cookies safely from your grandmother to your mother. If you are an effective public speaker, you can convey ideas from your mind to the minds of others.

Example sentence: Try as he might, the student teacher continually failed to convey his expectations to the class. This resulted in a rather disorderly classroom experience.

Convoke—Generally, the word convoke means to call a meeting.

Example sentence: Convoke the leaders of the nations; we must come together or we shall surely perish.

Convulsion—To convulse is a physical movement. Think of a person having a seizure—all of their muscles are convulsing. They are therefore having convulsions.

Example sentence: The audience stared in amazement as the snake charmer's snake exited the basket, its body racked with convulsions as it heard the mesmerizing music.

Cooperatively—You likely know the word cooperate. Cooperatively just means working in a cooperative manner.

Example sentence: During times of international crisis, it is best for governments to work cooperatively with one another.

Cultivate—To cultivate something is to bring it up or to try to make it grow or exist. Farmers cultivate crops. Your teachers try to cultivate in you a love of learning.

Example sentence: Holidays like the 4th of July, Labor Day, and Memorial Day all have a side effect of cultivating a sense of patriotism in the population.

Dawdle—To dawdle is to lag behind.

Example sentence: “Don’t dawdle or you’ll miss the school bus,” the grandfather called, as he turned around to see what was taking his grandchild so long.

Decipher—To decipher something is to figure it out. A spy might decipher a special code, for instance.

Example sentence: The store clerk looked puzzled as he tried to decipher why the customer in front of him was so upset.

Deficient—When something is deficient, it isn’t enough; it is lacking something. In the winter, people are often vitamin D deficient due to spending too much time indoors.

Example sentence: The young man, while highly educated, had no work ethic. Due to this deficiency, he was nearly unemployable.

Degrade—To degrade is to break something down slowly over time.

Example sentence: While the engine was still sound, the body of the car had degraded to the point where it was no longer safe to drive.

Demur—To demur is to politely say no to something or avoid it.

Example sentence: When offered a second helping of food, the man politely demurred since he already felt full.

Desolation—Desolation is total abandonment, emptiness, and destruction. Desolation occurs when everything of value and everything alive is destroyed.