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Acknowledgments

An SAT course is much more than clever techniques and powerful computer score reports. The reason our results are great is that our teachers care so much about their students. Many teachers have gone out of their way to improve the course, often going so far as to write their own materials, some of which we have incorporated into our course manuals as well as into this book. The list of these teachers could fill this page.

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Finally, we would like to thank the people who truly have taught us everything we know about the SAT: our students.

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Foreword

Welcome to *The Princeton Review Digital SAT Prep*! The Digital SAT is not a test of aptitude, how good of a person you are, or how successful you will be in life. The Digital SAT simply tests how well you take the Digital SAT. And performing well on the Digital SAT is a skill, one that can be learned like any other. The Princeton Review was founded more than 40 years ago on this very simple idea, and—as our students’ test scores show—our approach is the one that works.

Sure, you want to do well on the Digital SAT, but you don’t need to let the test intimidate you. As you prepare, remember two important things that have always been true about the SAT:

- **It doesn’t measure the stuff that matters.** It measures neither intelligence nor the depth and breadth of what you’re learning in high school. It doesn’t predict college grades as well as your high school grades do. Colleges know there is more to you as a student—and as a person—than what you do in a single 2-hour test administered on a random Saturday morning.
- **It underpredicts the college performance of women, minorities, and disadvantaged students.** Historically, women have done better than men in college but worse on the SAT. For a test that is used to help predict performance in college, that’s a pretty poor record.

Your preparation for the Digital SAT starts here. We at The Princeton Review spend millions of dollars every year improving our methods and materials so that students are always ready for the Digital SAT, and we’ll get you ready too.

However, there is no magic pill: just buying this book isn't going to improve your scores. Solid score improvement takes commitment and effort from you. If you read this book carefully and work through the problems and practice tests included in the book, not only will you be well-versed in the format of the Digital SAT and the concepts it tests, but you will also have a sound overall strategy and a powerful arsenal of test-taking strategies that you can apply to whatever you encounter on test day.

In addition to the comprehensive review in *Digital SAT Prep*, we've included additional practice online, accessible through our website—PrincetonReview.com—to continue helping you to improve your scores. Before doing anything else, be sure to register your book at PrincetonReview.com/prep. When you do, you'll gain access to the Student Tools, which has the most up-to-date information on the Digital SAT, as well as the online practice tests and college admissions resources.

The more you take advantage of the resources we've included in this book and the online Student Tools that go with it, the better you'll do on the test. Read the book carefully and learn our strategies. Take the full-length practice tests under actual timed conditions. Analyze your performance and focus your efforts where you need improvement. Perhaps even study with a friend to stay motivated. Attend a free event at The Princeton Review to learn more about the Digital SAT and how it is used in the college admissions process. Search our website for an event that will take place near you or take place online!

This test is challenging, but you're on the right track. We'll be with you all the way.

Good luck!

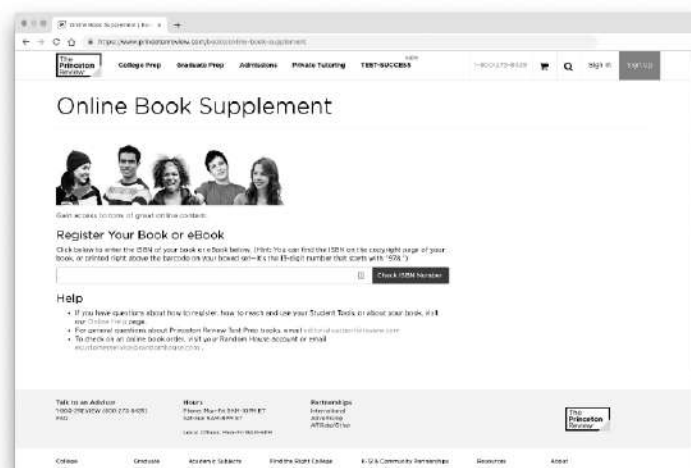
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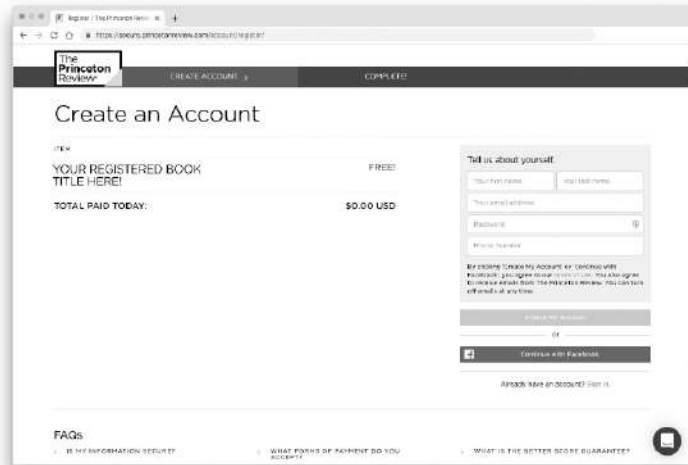
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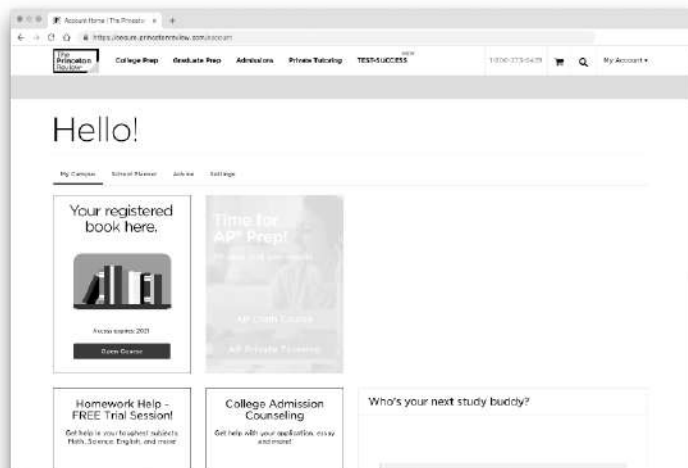
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- Check out our comprehensive study guides to help enhance your test prep
- Read our special "SAT Insider" and get valuable advice about the college application process, including tips for writing a great essay and where to apply for financial aid
- Online flashcards with key Reading and Writing and Math concepts
- Video explanations of key in-book questions

- Download printable bubble sheets for your in book test
- Use our searchable rankings of *The Best 390 Colleges* to find out more information about your dream school
- Check to see if there have been any corrections or updates to this edition
- Get our take on any recent or pending updates to the Digital SAT

Look For These Icons Throughout The Book



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PROVEN TECHNIQUES



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STUDY BREAK

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Part I

Orientation

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- 4 [Cracking the Digital SAT: Basic Principles](#)

LET'S GET THIS PARTY STARTED!

You are about to unlock a vast repertoire of powerful strategies that have one and only one purpose: to help you get a better score on the Digital SAT. This book contains the collected wisdom of The Princeton Review, which has spent more than 40 years helping students achieve higher scores on standardized tests. We've devoted millions of dollars and years of our lives to beating the SAT. It's what we do (twisted as it may be), and we want you to benefit from our expertise.

WHAT IS THE PRINCETON REVIEW?

The Princeton Review is the leader in test prep. Our goal is to help students everywhere crack the SAT and a bunch of other standardized tests, including the PSAT and the ACT as well as graduate-level exams like the GRE and the GMAT. Starting from humble beginnings in 1981, The Princeton Review is now the nation's largest SAT preparation company. We offer courses in more than 500 locations in 20 different countries, as well as online; we also publish best-selling books, like the one you're holding, and online resources to get students ready for this test.

Our techniques work. We developed them after spending countless hours scrutinizing real SATs, analyzing them with computers, and proving our theories in the classroom.

**Welcome!**

Welcome to the Premium Edition of *Digital SAT Prep*. This edition comes chock-full of awesome online resources, including online Digital SAT practice tests, as well as study guides, college admissions articles, and more. See “Get More (Free) Content” on [this page](#) for **step-by-step instructions** for accessing your exclusive Premium tools. Happy test prepping!

The Princeton Review Way

This book will show you how to score higher on the Digital SAT by teaching you to:

- extract important information from tricky test questions
- take full advantage of the limited time allowed
- systematically answer questions—even if you don’t fully understand them
- avoid the traps that the Digital SAT has laid for you (and use those traps to your advantage)

The test is written and administered by College Board, and they know that our techniques work. For years, the test-writers claimed that the SAT couldn’t be coached. But we’ve proven that view wrong, and they, in turn, have struggled to find ways of changing the SAT so that The Princeton Review won’t be able to crack it—in effect, acknowledging what our students have known all along: that our techniques really do work. (In fact, College Board has recently admitted that students can and should prepare for the SAT. So there!) The SAT has remained highly vulnerable to our techniques. And the current version of the SAT is even more susceptible to

our methods. Read this book, work through the drills, take the practice tests, and you'll see what we mean.

Study!

If you were getting ready to take a biology test, you'd study biology. If you were preparing for a basketball game, you'd practice basketball. So, if you're preparing for the SAT, you need to study and practice for the SAT. The exam can't test everything you learn in school (in fact, it tests very little), so concentrate on learning what it *does* test.

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Chapter 1

The Digital SAT, The Princeton Review, and You

Welcome! Our job is to help you get the best possible score on the Digital SAT. This chapter will tell you what to expect from the Digital SAT as well as some specifics about the test. It will also explain how to make the most of all your Princeton Review materials.

GENERAL INFORMATION ABOUT THE DIGITAL SAT

You may have bought this book because you know nothing about the Digital SAT, or perhaps you took the SAT once and want to raise your score. Either way, it's important to know about the test and the people who write it. Let's take a second to discuss some Digital SAT facts, some of which may surprise you.

What Is Tested on the Digital SAT?

Just because the Digital SAT features math, reading, and writing questions doesn't mean that it reflects what you learned in school. You can ace calculus or write like Shakespeare and still struggle with the SAT. The test-writers claim that the test predicts how well you will do in college by measuring "reasoning ability," but all the Digital SAT really measures is how well you take the Digital SAT. It does *not* reveal how smart—or how good—a person you are.

Who Writes the Digital SAT?

Even though colleges and universities make wide use of the SAT, they're not the ones who write the test. That's the job of College Board, the organization that creates the tests and decides how they will be administered and used.

The test-writers have been criticized for the SAT over the years. Many educators have argued that the test does not measure the skills you really need for college. In 2005, this led College Board to overhaul the entire test, only to revise it all over again in early 2016. And in January 2022, College Board announced another major change—the shift to a digital, adaptive SAT. The important takeaway here is that the people who write the Digital SAT have made many changes to the test over the years, so understanding the structure of the current exam is your first step to improving on the test.

Wait, Who Writes This Test?

You may be surprised to learn that the people who write Digital SAT test questions are NOT necessarily teachers or college professors. The people who write the Digital SAT are professional test-writers, not super-human geniuses, so you can learn to think as they do and beat them at their own game.

What's on the Digital SAT?

The Digital SAT is 2 hours and 14 minutes long: 64 minutes for Reading and Writing and 70 minutes for Math.

The test consists of the following sections, in this order:

- Reading and Writing (RW) (2 modules, each 27 questions in 32 minutes)
 - All questions in the RW section are multiple-choice.
 - Two questions in each module are experimental and are not scored.
- A 10-minute break
- Math (2 modules, each 22 questions in 35 minutes)
 - Most questions in the Math section are multiple-choice.
 - The rest are “student-produced responses” (fill-ins).
 - Two questions in each module are experimental and are not scored.

Key Takeaway

Knowing how the test is structured will help you determine what you need to do to crack it!

The Math section contains some student-produced-response questions, but all other questions on the exam are multiple-choice. All multiple-choice questions on the Digital SAT have four possible answer choices.

The remaining chapters of this book cover these sections in detail, but here's a brief rundown of what you can expect.

Reading and Writing Section

Previous versions of the SAT had Reading and Writing as separate sections, with several questions attached to each long passage. The Digital SAT combines Reading and Writing. The Reading and Writing (RW) section is 64 minutes long and consists of 2 modules, each with 27 questions that are passage-based and multiple-choice. Each short passage (which College Board calls a “text”) or pair of passages (texts) is associated with just one question, and passages may be paired with informational graphics. Some of the selected passages will be from previously published works in the areas of world literature or poetry, but most will be short passages written by College Board and covering topics in history, social studies, and science.

The RW section consists of four parts in order:

1. Craft and Structure ($\approx 28\%$)
2. Information and Ideas ($\approx 26\%$)
3. Standard English Conventions ($\approx 26\%$)
4. Expression of Ideas ($\approx 20\%$)

The questions in each content area will be arranged by type and, in most cases, in order of difficulty. The first two parts of each module will cover what was previously in the Reading section of the SAT, with questions that require you to justify your selected answer with evidence from the passage and/or graph provided. (This section is not about coming up with anything; it’s about finding the correct answer based on the passage.) In the third and fourth parts of each module, there will be questions focused on Writing skills. Instead of asking you to analyze a passage, questions will require you to do things like choose answers with correct punctuation and grammar. Part II of this book will cover each question type in the Reading and Writing section.

**Want More?**

For even more practice, check out *SAT Level Up: Verbal* and *SAT Level Up: Math*.

Math Section

You will have a total of 70 minutes to complete the Math section, which, as mentioned earlier, is divided into two modules (each with 22 questions in 35 minutes). Most questions are multiple-choice, but there are also a handful of what College Board calls Student-Produced Response questions, which we call fill-ins. For fill-in questions, instead of choosing from four answer choices, you'll have to work through a question and then enter your answer on the screen by typing in the appropriate numbers. We'll discuss this in more detail in Chapter 26. Approximately 11 of the 44 math questions will be fill-ins.

The Math section covers four main content areas, but not in this order:

1. Algebra ($\approx 35\%$)
2. Advanced Math ($\approx 35\%$)
3. Problem-Solving and Data Analysis ($\approx 15\%$)
4. Geometry and Trigonometry ($\approx 15\%$)

In contrast to the set order of the Reading and Writing topics, each Math module will have questions in each of these content areas scattered throughout but arranged in order of difficulty from the start of the module to the end. Part III of this book covers each of these content areas in depth.

The Digital SAT has a built-in Desmos calculator that can be used on all Math questions. In addition, students may bring their own approved

calculators if they prefer. A calculator will be a game-changer on some questions and completely useless on others, so think about how to use it (or not) as you work through Part III. Practice with the calculator you plan to use on the actual test so you can take full advantage of this tool.

Is My Calculator Allowed?

Not all calculators are permitted by College Board for use on the SAT. To see the full College Board calculator policy, visit satsuite.collegeboard.org/digital/what-to-bring-do/calculator-policy.

There is one more thing to know about the make-up of the Digital SAT: test-takers do not get the exact same test. In the days of paper-and-pencil SAT tests, the practice of giving students all over the globe the same test form led to issues with test security and possible cheating. With the switch to the Digital SAT, College Board says the testing app will now “assemble” a test for each student that is “unique.” So, while all students will see the same concepts, they won’t all see the same questions to test those concepts.

Scoring on the Digital SAT

Scores from the Digital SAT will be reported in a matter of days, not weeks as was the case with the paper-and-pencil test. Your score report for the Digital SAT will feature scores for each of the following:

- **Total Score:**

The sum of the two section scores (Reading and Writing, Math), ranging from 400 to 1600

- **Section Scores:**

1. Reading and Writing, ranging from 200 to 800
2. Math, also ranging from 200 to 800

As previously mentioned, there will be two questions in each module that are experimental. College Board uses these to see how students answer them, but they will not count toward your score. Unfortunately, they are not marked in any way, so make sure to treat all questions as if they will be scored.

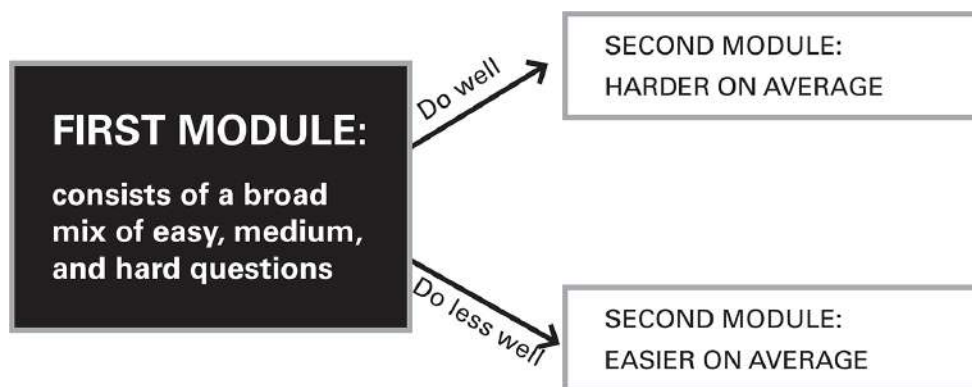
On the recent paper-and-pencil versions of the SAT, various subscores and cross-test scores were reported in addition to the section and overall scores. On the Digital SAT, only the scores listed above will be reported. This means that you will not be given any information on how you scored within specific subject areas.



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So how do the two modules work together to determine your score in a section? Well, how you score on the first module determines whether you get an Easier or Harder second module. If you are given the Easier second module, you’ll find that more of the questions are within your ability to get right, but there will be an upper limit to your score. If you get the Harder second module, you’ll have the chance to score higher, but the questions in the module will be more difficult to get right. Of course, if you get enough questions correct in the first module to get the Harder second module, it’s likely that the harder questions will be better suited to your abilities.



Some questions within a module are also weighted, so doing better on those will increase your score more than doing well on easier, non-weighted questions. As such, your score is determined not only by how many questions you got right but also by how hard those questions were. Although the scoring curve on each Digital SAT may calculate your score slightly differently, you will always have two jobs: understanding which questions can maximize your score and building your stamina to stay sharp through both modules in each section. Throughout this book, we will show you how to do just that.

The following table summarizes the structure and scoring of the Digital SAT.

Category	Digital SAT
Time Overall	134 minutes plus 10-minute break
Components	• Reading and Writing section • Math section
Number of Questions	• Reading and Writing: 54, including 4 experimental questions • Math: 44, including 4 experimental questions
Answer Choices	• Reading and Writing: all multiple-choice with 4 answers per question

	• Math: 75% multiple-choice with 4 answers per question, 25% student-produced responses
Time by Section	• Reading and Writing: 64 minutes in two 32-minute modules • Math: 70 minutes in two 35-minute modules
Relationship Between Modules	• Module 1 has a broad mix of levels of difficulty. • Performance on Module 1 determines the difficulty of Module 2. • Students who do well on Module 1 will get a Module 2 that is harder, on average. • Students who do less well on Module 1 will get a Module 2 that is easier, on average.
Scoring	• The score is based on the number of questions correct and the difficulty of those questions. • There is no penalty for wrong answers or leaving questions blank, so it's in your best interest to guess rather than leave a question blank. • Students who do well on Module 1 are put into a higher bracket of possible scores. • Students who do less well on Module 1 are put into a lower bracket of possible scores. • Section scores range from 200 to 800. • Total score is the sum of the section scores and ranges from 400 to 1600.

How Is the Digital SAT Given?

The SAT may be digital, but it is not an online test. You will not be able to take it in the comfort of your own home. It will still be administered at testing centers or schools with testing capabilities. It must be taken on a computer or laptop that has the College Board Bluebook app, which can be downloaded at bluebook.app.collegeboard.org/.

If you do not have your own device, and your school cannot provide one for you, you can request to borrow one from College Board when you register. However, although College Board says that this process will run smoothly for students, that is not a given. It is best to ensure that you have access to a device without relying on College Board, so borrow one from a friend or family member if you must.

Once at the testing center, you will be given a code to access your test in the testing app. The app only needs access to the Internet for a brief period while assembling your test, then you can proceed despite any interruptions in internet connectivity or device power. College Board says that even if your battery dies, your test progress will be saved and no time will be lost, but it is a good idea to have a device that can hold a charge for at least 3 hours.

Practice Makes Progress!

Get comfortable with the Digital SAT by taking at least one of the online tests in your Student Tools. The more online practice tests you take, the more prepared you will be for the actual Digital SAT.

Device Requirements

Here are College Board's device guidelines:

Students can test on Bluebook using Windows laptops or tablets, Mac laptops, iPads, or school-managed Chromebooks. The device must be able to connect to Wi-Fi.

Windows laptops/tablets

- running Windows 10 or later
- have at least 250 MB of free space available

Mac laptops

- running macOS 11.4 or later
- have at least 150 MB of free space available

iPads

- running iPadOS 14–16 or 17.1
- have at least 150 MB of free space available

School-managed Chromebooks

- running Chrome OS 102 or later
- have at least 150 MB of free space available

(Note: The Bluebook app won't run on operating systems before Chrome OS 102. You cannot run Bluebook on a personal Chromebook. Check bluebook.collegeboard.org/students/approved-devices for the most up-to-date information.)

When Is the Digital SAT Given?

The first administration of the Digital SAT was in March 2023 for students outside the United States. The PSAT went digital in the fall of 2023 for all students worldwide. Students in the United States could take the Digital SAT for the first time in March 2024. The full Digital SAT schedule for the school year is posted on the College Board website at bluebook.app.collegeboard.org/.

The best way to sign up for one of these Digital SAT administrations is by going to satsuite.collegeboard.org/digital and clicking on the link for the test date you want. Try to sign up for the Digital SAT as soon as you know when you want to take the test. If you wait until the last minute to sign up, there may not be any open spots in the testing centers.

Although you may take the Digital SAT any time in your high school career, most students take it for the first time in the spring of their junior

year and may retake it in the fall of their senior year. However, the best approach for students is to find a window of about 2–4 months when they have enough time to fully prep leading up to a test administration, while still allowing them to retake it if necessary. In fact, you may have more time to take it between sophomore and junior year or in the fall of junior year.

Stay on Schedule

Find a window of about 2–4 months to fully prep for the Digital SAT. Determine which test administration you are aiming for and leave time to retake the test if necessary. Then sit down and plan a prep schedule that will work for you.

If you require any special accommodation while taking the test (including, but not limited to, extra time or assistance), bluebook.app.collegeboard.org/ has information about applying for those accommodations. Make sure to apply early; we recommend applying six months before you plan to take the test.

Your school may also offer a Digital SAT option during the school day. Schools will have the option to offer the test to students over a testing window of several days. If this is an option at your school, the school will register you for the test, but the results can still be used in the college application process.

HOW TO BEGIN

After this chapter, you will find Practice Test 1 and its answers and explanations. This will act as your “diagnostic” test. We recommend that you take this test before going any further in order to realistically determine the following:

- your approximate starting score
- which question types you’re ready for and which you might need to practice

- which content topics you are familiar with and which you will want to carefully review

Online Practice Tests

To access the online practice tests in your Student Tools, register your book at PrincetonReview.com/prep.

Once you have nailed down your strengths and weaknesses based on this exam, you can focus your test preparation, build a study plan, and be efficient with your time. Use the following steps to make the most of this first “diagnostic” test.

- 1. Take a practice test.** To “diagnose” your strengths and weaknesses, take Practice Test 1 starting on [this page](#) of this book or take it online in your Student Tools. Be sure to do so in one sitting, following the instructions that appear with each section of the test.
- 2. Score your test online.** Once you register your book, you can take tests online in the testing app or enter the answers from your in-book practice tests in your online tools. When you do so, you will get a score report that details your performance on a variety of question types. You will also get an approximate score, though the scale for the Digital SAT will change a bit from test to test.
- 3. Take stock and make a plan.** With the insights you’ll gain from your score report, decide where to start with the content of this book. You may choose to use some parts of this book over others, or you may work through the entire book. The ways in which you use this book will depend on your needs and how much time you have. Now let’s look at how to make this determination.

Scoring Your Practice Tests

Taking your tests online has the added benefit of giving you an immediate estimated score. If you take Tests 1 and 2 in the book, you can use a bubble sheet to record your answers then enter your answers online to get that score. Always check the Student Tools to learn the latest information about scoring for the Digital SAT.

When you enter your practice test answers online, you will get a score report that starts with your Total score, followed by a breakdown of the scores for each section of the test. Below that will be a breakdown of the questions by test section, with a tab for each one. Each question will be represented by a box with a mark to indicate if it was Correct, Incorrect, or Blank. Clicking on the box for a question brings up the explanation for it, which is also found in this book. Additionally, you can see the question category listed as “Concept Tested.”

Student Tools

Register your book to access your Student Tools. See [this page](#) to find out what’s included in your Student Tools and how to register.

To see a section breakdown by concept, you can click the “View by Category” button. Use this view to determine the following:

- question types you are good at, to make sure you can find and correctly answer questions in these categories every time
- question types that have several questions in them but that you struggled with a bit, so you can work to improve your accuracy on these important questions
- question types that were either very difficult for you or had only one or two questions in them. Practice these question types only after you’ve mastered the others.

After you determine these things for Reading and Writing, you can do the same for Math by clicking on the Math tab of the score report.

Your analysis of your performance on Practice Test 1 will affect how you engage with **Part II** (How to Crack the Reading and Writing Section) and **Part III** (How to Crack the Math Section). Each of these parts is designed to give a comprehensive review of the content tested on the Digital SAT, including the level of detail you need to know and how the content is tested. At the end of each of these chapters, you'll have the opportunity to assess your understanding of the content covered through targeted drills that reflect the types of questions and level of difficulty you'll see on the actual exam. Answers and explanations can be found at the end of each chapter, so use those explanations to continue assessing your skills.

After you have mastered a few key concepts and strategies, take the second practice test (either in the book or online) and analyze it the same way to see where you've improved and where you have more work to do. Continue alternating working through the chapters of this book and taking practice tests in your Student Tools until you feel fully prepared for the Digital SAT.

One important note: In this book, the sample questions are in numerical order within a chapter. The question number does not indicate where you can expect to see a similar question on the test. As we'll show you later, what really matters is your *personal* order of difficulty.

A Final Thought Before You Begin

The Digital SAT does not measure intelligence, nor does it predict your ultimate success or failure as a human being. No matter how high or how low you score on this test initially, and no matter how much you may increase your score through preparation, you should never consider the score you receive on this or any other test a final judgment of your abilities.

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Chapter 2

Practice Test 1

[Click here](#) to download a PDF of Practice Test 1 with bubble sheet.

The Digital SAT will be administered on a computer or tablet, so it is best if you take your practice tests in the online Student Tools for this book. However, if you are unable to test on a computer or if you have accommodations and will take the official test on paper, you may take the printed version of Test 1 in this book instead. Both sets of instructions are below.

To Test Online:

Register your book according to the instructions on [this page](#). In your Student Tools, you will be able to access the tests associated with this book: both the two printed in this book and the additional online-only tests. Taking these online adaptive tests is a great way to prepare for taking the actual Digital SAT.

The Digital SAT has only two modules in each section, not three like the test printed in this book. The second module you get in each section will be determined by your performance on the first module in that section. The online tests follow this structure, and once you finish the test, you will get an estimated score based on the modules you saw and the questions you got right.

To Test on Paper:

For both RW and Math, the following test contains a standard first module and two options for the second module, one easier and one harder. You should take the appropriate second module based on your performance in the first module, as detailed below, but you can feel free to use the other module for extra practice later.

In order to navigate the practice test in this book, take the following steps. To record your answers, you can either indicate them as described in the directions for print tests included with each module or by entering them onto the answer sheet on [this page](#).

- ☐ Take Reading and Writing (RW) Module 1, allowing yourself 32 minutes to complete it.
- ☐ Go to the answer key starting on [this page](#) and determine the number of questions you got correct in RW Module 1.
- ☐ If you get fewer than 15 questions correct, take RW Module 2 – Easier, which starts on [this page](#). If you get 15 or more questions correct, take RW Module 2 – Harder, which starts on [this page](#).
- ☐ Whichever RW Module 2 you take, start it immediately and allow yourself 32 minutes to complete it.
- ☐ Take a 10-minute break between RW Module 2 and Math Module 1.
- ☐ Take Math Module 1, allowing yourself 35 minutes to complete it.
- ☐ Go to the answer key starting on [this page](#) and determine the number of questions you got correct in Math Module 1.
- ☐ If you get fewer than 14 questions correct, take Math Module 2 – Easier, which starts on [this page](#). If you get 14 or more questions correct, take Math Module 2 – Harder, which starts on [this page](#).
- ☐ Whichever Math Module you take, start it immediately and allow yourself 35 minutes to complete it.
- ☐ After you finish the test, check your answers to RW Module 2 and Math Module 2.
- ☐ Only after you complete the entire test should you read the explanations for the questions, which start on [this page](#) and are also available online.
- ☐ Go to your online Student Tools to see the latest information about scoring and to get your estimated score.

Section 1, Module 1: Reading and Writing

SAT Prep Test 1—Reading and Writing

Module 1

Turn to Section 1 of your answer sheet ([this page](#)) to answer the questions in this section.

DIRECTIONS

The questions in this section address a number of important reading and writing skills. Each question includes one or more passages, which may include a table or graph. Read each passage and question carefully, and then choose the best answer to the question based on the passage(s).

All questions in the section are multiple-choice with four answer choices. Each question has a single best answer.

 Mark for Review

1. Despite initial skepticism regarding the feasibility of growing crops on the tops of buildings, Dr. Dickson Despommier has remained _____ in his promotion of vertical farming. In no small part due to Dr. Despommier's persistence and dedication to the cause, cities all over the United States have embraced rooftop gardening as a means of providing fresh produce to urban areas and promoting sustainable agriculture.

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

☐ A menacing

☐ B subdued

☐ C resolute

☐ D misunderstood

 Mark for Review

2. The fishermen of the coastal village of Kerala, India, _____ traditional fishing methods with modern technology; for example, the fishermen use motorized boats and GPS tracking to increase the efficiency and speed of fishing expeditions while applying age-old knowledge of tides, weathers patterns, and fish migratory patterns that have supported fishing success for centuries.

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

☐ A belittle

☐ B contemplate

☐ C integrate

☐ D replace

 Mark for Review

3. Spanning three different storylines set hundreds of years apart, Anthony Doerr's 2021 novel *Cloud Cuckoo Land* depicts the impact of a single story on the lives of three different protagonists living in different time periods. Because the three characters' lives at the center of the story are so _____, each with truncated yet rich and unique life experiences and histories, the reader could not be faulted for wishing each character had been given his or her own novel.

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

☐ A meaningless

☐ B dynamic

☐ C benign

☐ D shattered

 Mark for Review

4. A study conducted by Monica Gagliano and colleagues found that plants that were exposed to stressors, such as drought or intense heat, were more likely to survive future stressors compared to plants that were not previously exposed to these conditions. This evidence of plant memory challenges the common perception of plants as _____ organisms that simply respond to their environment.

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

☐ A courageous

☐ B assertive

☐ C passive

☐ D adaptable

 Mark for Review

5. In a 2020 study, Stanford University professor Nicholas Bloom and colleagues were able to demonstrate that working from home can actually increase productivity and work satisfaction, as well as reduce employee turnover rates. Based on this research, many economists

have _____ the commonly held belief that remote work leads to decreased productivity.

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

☐ A muddied

☐ B questioned

☐ C usurped

☐ D articulated

 Mark for Review

6. The following text is adapted from Laurence Housman’s 1916 play, *Bird in Hand*. Professor Braintree, a famous scientist, is examining a series of letters in his study when he is greeted by his secretary, Miss Tuckey.

MISS TUCKEY: Good-morning, Sir.

PROFESSOR: Miss Tuckey, there is something broken over there, will you please see it removed? And will you kindly make a note to write to Messrs. Spink and Wedge, and say that these new glasses don’t suit me—I find them very trying to the—to the eyes. And I must ask you to fetch those proofs which came yesterday. I tried to catch you just now, but you had gone.

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

☐ A taxing

☐ B attempting

☐ C soothing

☐ D sampling

 Mark for Review

7. In 2018, a team of researchers led by Edward Boyden of the Massachusetts Institute of Technology developed a new type of probe that could help researchers better understand the brain. The probe, called “neural dust,” is a tiny, wireless sensor that can be implanted directly into the brain to monitor electrical signals. Because the dust is biocompatible, it does not damage brain tissue, and because it is wireless, it can be used to monitor the brain over long periods of time without the need for bulky external equipment.

According to the text, why would neural dust help researchers more than other types of probes?

☐ A Because other probes are too small to find once implanted in the brain

☐ B Because neural dust can be placed more advantageously than other probes

☐ C Because neural dust reduces the amount of monitoring time needed to complete a brain tissue scan

☐ D Because the electrical current carried by neural dust is less than that of other probes

 Mark for Review

8. In Māori culture, the Tohunga are revered figures who hold knowledge and wisdom about the history and traditions of their

people. They act as healers, navigators, and spiritual leaders, and are responsible for passing on their knowledge to future generations. While modernization has impacted the role of the Tohunga in contemporary society, they remain a crucial source of guidance and guardians of cultural heritage.

What choice best states the main idea of the text?

☐ A Contemporary society has less need for the Tohunga.

☐ B Despite shifts to their societal function, the Tohunga remain vital to preserving their communities' shared knowledge and traditions.

☐ C Although the Tohunga embrace many aspects of society, few welcome technological advancements.

☐ D Tohunga traditions are passed down from generation to generation.

 Mark for Review

9. The following text is excerpted from Sir Arthur Conan Doyle's 1891 novel *The White Company*. Alleyne is a young monk traveling north from his abbey in Beaulieu, England.

The youth had now journeyed considerably beyond the furthest domains of the Abbey. He was the more surprised therefore when, on coming round a turn in the path, he perceived a man clad in the familiar garb of the order, and seated in a clump of heather by the roadside. Alleyne had known every brother well, but this was a face which was new to him—a face which was very red and puffed, working this way and that, as though the man were sore perplexed in his mind.

Which choice best states the main idea of the text?

☐ A Alleyne is less familiar with the man than he is with other members of his order.

☐ B Alleyne has become more suspicious of others since his encounter with the man.

☐ C Alleyne only trusts men who wear the familiar garb of the order.

☐ D Alleyne is perplexed by the behavior of some members of the order.

 Mark for Review

10. *The Joy Luck Club* is a 1989 novel by Amy Tan. In the novel, Tan suggests that upon smelling fragrant aromas, she felt an intuitive and sometimes unexpected sense of cultural recognition: _____.

Which quotation from *The Joy Luck Club* most effectively illustrates the claim?

☐ A “We had a feast of warm pork with lettuce, dumplings, tender fish still tasting of lake weeds, red-bean soup with long dumplings, warm sesame-seed cake dotted with watermelon seeds.”

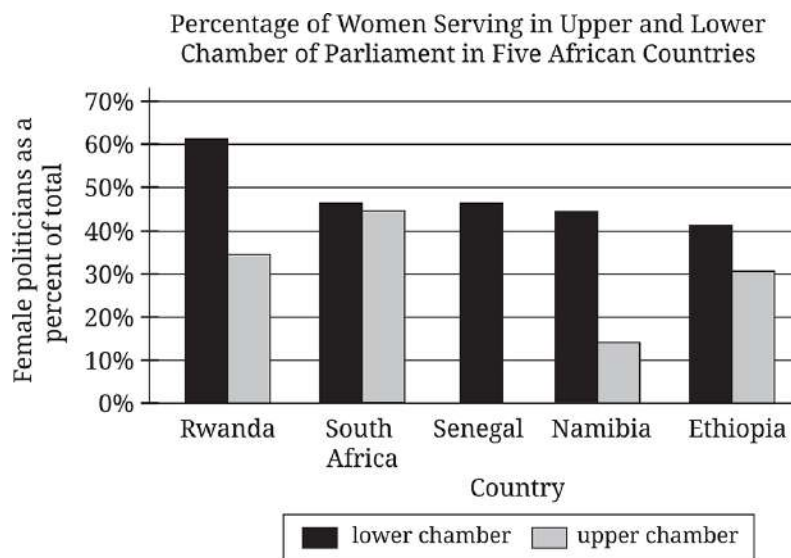
☐ B “There is so much about my mother I do not understand. And though the food I cook now is not the same as my mother’s, when I cook it, when I taste it, I feel a powerful connection to her.”

☐ C “Ever since I was a child, the smell of that dish stirred me strangely. It carried the flavors of my ancestors, the love

and traditions that went into making it.”

D “Suyaun began to talk about Chinese people who eat dumplings on the last day of the old year and the first day of the new year. She said dumplings were like hopes – little pieces of filling wrapped up in a dough, with the corners twisted tight.”

🔖 Mark for Review



11. The Inter-Parliamentary Union monitors the percentage of women elected to serve in national parliaments around the world in order to report on the gap between the number of men and women serving in politics. In Africa, the top five countries with the highest number of female politicians are Rwanda, South Africa, Senegal (which only has a lower chamber), Namibia and Ethiopia. In some cases, the percentage of women serving in parliaments was found to be especially prominent; for instance, _____.

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

☐ A a relatively equal percentage of women served in the lower chambers of Rwanda, Senegal, Namibia, and Ethiopia.

☐ B most of the members of both chambers of parliament in Ethiopia are women.

☐ C approximately equal percentages of women served in the upper and lower chambers in South Africa.

☐ D most of the people serving in the lower chamber of parliament in Rwanda are women.

 Mark for Review

12. Literary critics have argued that Mary Shelley's novel *Frankenstein* was deeply influenced by her marriage to Percy Shelley, who was known for his radical and progressive views, including his ideas about the potential of science and technology, the nature of life and the social implications of scientific advancements. Indeed, Percy's beliefs may have inspired Mary's exploration of consequences and ethical dilemmas in *Frankenstein*, but *Frankenstein* stands on its own as a work of literary genius. Thus, those who ascribe Percy's influence as the primary motivation for *Frankenstein* _____.

What choice most logically completes the text?

☐ A tend to view the writings of Percy and Mary Shelley through too personal of a lens.

☐ B neglect the influence of many other individuals on Mary Shelley's writings.

☐ C risk oversimplifying the motivating factors for Mary Shelley's novel.

☐ D may make incorrect assumptions about Percy and Mary Shelley's relationship.

 Mark for Review

13. The purpose of Stonehenge, a famous prehistoric monument, has long been debated by archaeologists. Some historians propose it was an astronomical observatory, but there is no conclusive evidence of this assertion. While certain stone alignments within the structure coincide with celestial events associated with astronomy, Stonehenge's design and construction span different time periods, suggesting shifting scientific, religious, ceremonial, and social functions depending on the era. Our understanding of the true purpose of Stonehenge remains an enigmatic puzzle, suggesting that _____.

Which choice most logically completes the text?

☐ A Stonehenge likely would not have been used for such diverse purposes had it existed in a less central location.

☐ B alterations to structural design affect different types of monuments in different ways.

☐ C the development of Stonehenge over multiple eras makes its original function a point of contention for archaeologists and historians.

☐ D the design of Stonehenge made it more useful for religious and ceremonial purposes than for astronomy.

 Mark for Review

14. Lisa Fenk and her team at The Rockefeller University used a combination of approaches to understand more precisely how fruit

_____ allow for the tracking of visual patterns.

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

☐ A flies retinal movements

☐ B flies' retinal movement's

☐ C flies' retinal movements

☐ D fly's retinal movements'

 Mark for Review

15. Using commonplace items such as wooden furniture and clothing, Doris _____ created her art installations *Unland: The Orphan's Tunic* and *La Casa Viuda*, memory sculptures that capture the history of her home country Colombia as well as her own personal experiences.

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

☐ A Salcedo:

☐ B Salcedo—

☐ C Salcedo

☐ D Salcedo,

 Mark for Review

16. The National Day of Listening, started by the national oral history project StoryCorps in 2008, is a day encouraging Americans to record the stories of their loved _____ people interested in participating can access resources and recommendations about the interview process through the StoryCorps website or app.

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

☐ A ones,

☐ B ones;

☐ C ones

☐ D ones and

 Mark for Review

17. In 1839, English artist Frederick Catherwood joined an expedition to Central America, where he saw over forty sites full of _____ creating detailed drawings and paintings of the ruins, Catherwood helped to reintroduce the Mayan civilization to the Western world.

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

☐ A ruins by

☐ B ruins, by

☐ C ruins. By

☐ D ruins and by

 Mark for Review

18. Paleontologist Keyron Hickman-Lewis’s analysis of 3.48-billion-year-old rocks, which contain the oldest evidence of life on Earth, from the Dresser Formation in Western Australia _____ scientists analyze rocks that the *Perseverance* rover is collecting on Mars.

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

☐ A will help

☐ B to have helped

☐ C to help

☐ D helping

 Mark for Review

19. During Japan’s Heian period (794–1185), the Heian Palace was located in Heian-kyō, the capital during those years. Within the palace _____ several administration buildings and the living quarters of the emperor.

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

☐ A has been

☐ B is

☐ C was

☐ D were

 Mark for Review

20. In 1956, American physicists Clyde L. Cowan and Frederick Reines determined that _____ exist by observing the neutrinos' interactions with protons in water.

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

- ☐ A neutrinos—subatomic particles that have no electric charge, very small mass, and a spin of one-half—
- ☐ B neutrinos, subatomic particles that have: no electric charge, very small mass, and a spin of one-half,
- ☐ C neutrinos—subatomic particles—that have no electric charge, very small mass, and a spin of one-half,
- ☐ D neutrinos, subatomic particles that have no electric charge, very small mass, and a spin of one-half

 Mark for Review

21. In 1967, the US Supreme Court ruled that American citizens could not be relieved of their citizenship without their consent in the case *Afroyim v. Rusk*. This case overruled another important case, *Perez v. Brownell*, which mandated the loss of citizenship after voting in an election in another country. _____ *Perez v. Brownell* prompted a discussion about voluntary versus involuntary choices; according to the ruling, citizenship could not be removed for unintentional actions.

Which choice completes the text with the most logical transition?

- ☐ A Actually,

☐ B Nevertheless,

☐ C Additionally,

☐ D For instance,

 Mark for Review

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

- Megalodons were ancient sharks that lived between 23 million and 2.6 million years ago.
- In a 2022 study, paleobiologist Catalina Pimiento and colleagues analyzed fossil evidence of the megalodon.
- They hoped to learn more about the megalodon's life, as little is known because very few fossils of the species are available.
- They used rare megalodon fossils and scans of modern great white sharks to create a 3D model of the megalodon, which revealed the shark to be around 50 feet long.
- They also found that the megalodon could swim faster than a great white shark, could travel across multiple oceans, and could have consumed an orca in five bites.

The student wants to present the study and its findings. Which choice most effectively uses relevant information from the notes to accomplish this goal?

☐ A In a 2022 study, Catalina Pimiento and colleagues used both records of ancient fossils and scans of modern sharks to determine that the megalodon was around 50 feet long, could travel across multiple oceans, and could consume an orca.

B In 2022, Catalina Pimiento and colleagues studied rare megalodon fossils as well as scans of contemporary great white sharks in order to learn more about the megalodon's life.

C Megalodon fossils and scans of modern great white sharks were the focus of a 2022 study.

D In a 2022 study, Catalina Pimiento and colleagues analyzed fossils of the megalodon, an ancient shark that lived up to 23 million years ago.

 Mark for Review

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

- Franz Joseph Haydn was an Austrian-born classical composer of symphonies and concertos.
- In 1798, he completed the composition *The Creation*, which depicts biblical stories from the Book of Genesis.
- A prominent feature of the composition is that different choral soloists represent Adam and Eve.
- Another prominent feature is tone painting, a technique by which music depicts narrative elements.

The student wants to introduce the composition *The Creation* to an audience already familiar with Franz Joseph Haydn. Which choice most effectively uses relevant information from the notes to accomplish this goal?

A *The Creation* was not the only piece written by Austrian-born composer Franz Joseph Haydn.

☐ B Franz Joseph Haydn employed the use of both soloists and tone paintings in his work.

☐ C In addition to his composition *The Creation*, which was completed in 1798, Austrian-born composer Franz Joseph Haydn produced other symphonies and concertos.

☐ D Franz Joseph Haydn's *The Creation* retells biblical stories from the Book of Genesis with choral soloists and tone painting to convey the story.

 Mark for Review

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

- There are 118 elements on the periodic table.
- Six elements are classified as the alkaline earth metals.
- One of those elements is beryllium.
- Its chemical symbol is Be.
- Another of those elements is strontium.
- Its chemical symbol is Sr.

The student wants to emphasize a similarity between the two elements. Which choice most effectively uses relevant information from the notes to accomplish this goal?

☐ A Beryllium (Be) and strontium (Sr) are different elements.

☐ B Among the 118 elements on the periodic table is strontium, which is an alkaline earth metal.

☐ C Beryllium's chemical symbol is Be, while strontium's chemical symbol is Sr.

☐ Both beryllium and strontium are classified as alkaline earth metals.

 Mark for Review

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

- Maya Deren was a Ukrainian-born American filmmaker.
- The 1943 experimental short film *Meshes of the Afternoon* was one of her most acclaimed films.
- The film was completely silent and featured no music until 1959, when a score was added.
- The film repeatedly features various shots of the same few objects, including a knife, a key, a flower, and a record spinning on a turntable.
- The film depicts the same events several times from different points of view.

The student wants to introduce Maya Deren and her film *Meshes of the Afternoon* to a new audience. Which choice most effectively uses relevant information from the notes to accomplish this goal?

☐ *Meshes of the Afternoon* was a highly acclaimed experimental short directed by a Ukrainian-born American filmmaker.

☐ In 1943, American filmmaker Maya Deren released one of her most acclaimed films, *Meshes of the Afternoon*, an experimental silent film that features repeated shots of the same objects as well as repeated events shot from different points of view.

☐ Maya Deren directed *Meshes of the Afternoon* in 1943.

☐ *Meshes of the Afternoon*, an acclaimed experimental film, was completely silent and featured repeated shots of a knife, a key, a flower, and a spinning record.

 Mark for Review

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

- Agnès Varda was a Belgian-born French director.
- In 2015, she was the first woman to receive an honorary Palme d'Or, the highest prize awarded by the Cannes Film Festival.
- Her film *Cléo from 5 to 7*, one of her most acclaimed and notable works, shows two hours in the life of a pop singer.
- The film mixes documentary and fiction elements, and its events are depicted in real time.

The student wants to introduce *Cléo from 5 to 7* to an audience unfamiliar with the film and its director. Which choice most effectively uses relevant information from the notes to accomplish this goal?

☐ *Cléo from 5 to 7* is a film that mixes documentary with fiction elements and depicts two hours in the life of a pop singer.

☐ Agnès Varda, who directed *Cléo from 5 to 7* and received an honorary Palme d'Or at the Cannes Film Festival, was born in Belgium and then moved to France.

☐ Agnès Varda's film *Cléo from 5 to 7* is highly acclaimed for its portrayal of two hours in the life of a pop singer.

☐ D A highly acclaimed film that mixes elements of documentary and fiction, *Cléo from 5 to 7* was directed by Agnès Varda, the first woman to receive an honorary Palme d'Or at the Cannes Film Festival.

 Mark for Review

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

- In 2022, Ruth Peters and colleagues in Australia and the UK studied the relationship between blood pressure and risk of dementia in older age.
- They found that a decrease in blood pressure was correlated with a decrease in dementia risk.
- When systolic blood pressure was 100 millimeters of mercury (mmHg), the risk of dementia was 0.02.
- When systolic blood pressure was 140 mmHg, the risk of dementia was 0.03.
- When systolic blood pressure was 180 mmHg, the risk of dementia was 0.04.

The student wants to summarize the study. Which choice most effectively uses relevant information from the notes to accomplish this goal?

☐ A Ruth Peters's 2022 study concerning the relationship between blood pressure and risk of dementia found that as blood pressure increased, the risk of dementia increased.

☐ B For a 2022 study, researchers from Australia and the UK gathered data on the blood pressure and risk of dementia in older-age subjects.

☐ Ruth Peters and her colleagues sought to understand the relationship between blood pressure and risk of dementia, so they conducted a study.

☐ Knowing that there was a link between blood pressure and dementia risk, Ruth Peters measured people's risk of dementia, which was as high as 0.04 in some cases.

YIELD

Once you've finished (or run out of time for) this section, use the answer key to determine how many questions you got right. If you got fewer than 15 questions right, move on to Module 2—Easier, otherwise move on to Module 2—Harder.

Section 1, Module 2—Easier: Reading and Writing

SAT Prep Test 1—Reading and Writing

Module 2—Easier

Turn to Section 1 of your answer sheet ([this page](#)) to answer the questions in this section.

DIRECTIONS

The questions in this section address a number of important reading and writing skills. Each question includes one or more passages, which may include a table or graph. Read each passage and question carefully, and then choose the best answer to the question based on the passage(s).

All questions in the section are multiple-choice with four answer choices. Each question has a single best answer.

 Mark for Review

1. The electric vehicle market experienced a surge in popularity in the 2010s, with sales increasing from just a few thousand at the start of the decade to more than two million by the end of the decade. As more countries implement policies to reduce carbon emissions, experts _____ that electric vehicle sales will continue to eclipse previous records each year.

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

☐ A project

☐ B guarantee

☐ C reject

☐ deny

 Mark for Review

2. According to psychologists, mindfulness—the simple practice of being present and fully engaged in the moment—can improve physical and cognitive function. The _____ of mindfulness have been found to lead to improvements in overall well-being.

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

☐ benefits

☐ drawbacks

☐ basics

☐ physics

 Mark for Review

3. Astrophysicist Kip Thorne received the Nobel Prize in Physics for his work to detect ripples in space-time, confirming one of the last major predictions of Albert Einstein’s general theory of relativity. This discovery both _____ our understanding of the universe and provided astronomers with a firmer ground upon which to make further inquiries.

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

☐ confused

☐ B clarified

☐ C revolutionized

☐ D belittled

 Mark for Review

4. The Navajo Nation, a sovereign Native American territory occupying parts of Arizona, Utah, and New Mexico, has its own judicial system. The judicial branch consists of different courts, with judges appointed by the Nation president and confirmed by the Navajo Nation Council, and is responsible for protecting the civil rights of Navajo citizens and _____ the established principles of the constitution.

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

☐ A copying

☐ B maintaining

☐ C determining

☐ D dismissing

 Mark for Review

5. In 2019, an international team of scientists led by Victor Vescovo _____ four new species of gelatinous animals in the Mariana Trench, the deepest point in the world's oceans. This finding gave marine biologists further information regarding the diversity of animals that live and thrive in the extreme ocean depths.

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

☐ A reintroduced

☐ B discounted

☐ C discovered

☐ D explored

 Mark for Review

6. Psychologist Kurt Gray led a 2019 study demonstrating that human emotions are often _____ animals by the humans observing them. The findings from this study suggest that humans can empathize with a broader diversity of creatures than previously believed.

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

☐ A conflated with

☐ B demanded of

☐ C united with

☐ D attributed to

 Mark for Review

7. Female emperor penguins do not care for their own eggs. Instead, after the female lays her egg, she transfers the egg to the male's care. The male emperor penguin uses a fold of skin called a brood pouch to balance the egg on his feet and keep it warm. During the two-month

window in which the male penguin cares for the egg amidst often harsh conditions, the female penguin sets out to feed and replenish her energy reserves, thus enabling her to return to the colony and care for the chick once it hatches.

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

☐ A It explains how female penguins are able to leave their egg and restore their energy to care for their young.

☐ B It introduces a physical feature of male penguins alluded to earlier in the text.

☐ C It describes the harsh conditions under which the male penguin cares for the egg.

☐ D It offers information about how male penguins carry out the function described in the text.

 Mark for Review

8. The following text is adapted from Susan Glaspell’s 1917 short story “A Jury of Her Peers.” The women in the story, Mrs. Peters and Mrs. Hale, discover an important clue about a murder case with which they have become involved.

And then again the eyes of the two women met—this time clung together in a look of dawning comprehension, of growing horror. Mrs. Peters looked from the dead bird to the broken door of the cage. Again their eyes met. And just then there was a sound at the outside door. Mrs. Hale slipped the box under the quilt pieces in the basket, and sank into the chair before it. Mrs.

Peters stood holding to the table. The county attorney and the sheriff came in from outside.

Which choices best states the main purpose of the text?

☐ A To describe the features of the quilt that set it apart from other quilts

☐ B To detail the women's sudden realization and reaction to that realization

☐ C To demonstrate the women's dislike toward the county attorney

☐ D To indicate which possession the women most strongly cherish

 Mark for Review

Text 1

It can be argued that there is a sharp disparity between traditional music composition and the use of computer-based technology to compose music. Computer-based programs remove the requirement for certain musical compositional skills, and the program offers shortcuts and features that can help a computer-based “composer” resolve issues within the composition instantaneously.

Text 2

While composing music digitally may seem as if it only requires a few clicks of the mouse, it does not require fewer skills than does traditional music composition. Computer-based composers must know both the foundations of music theory and the intricacies of the programs that they use to create their works. Rather than merely

booting up a computer, these composers almost always build their melodies as a traditional composition first, and then transpose the work onto the computer for further editing—in the end, their final products require just as much experimentation as traditional compositions.

9. Based on the texts, how would the author of Text 2 most likely respond to the claims of the author of Text 1?

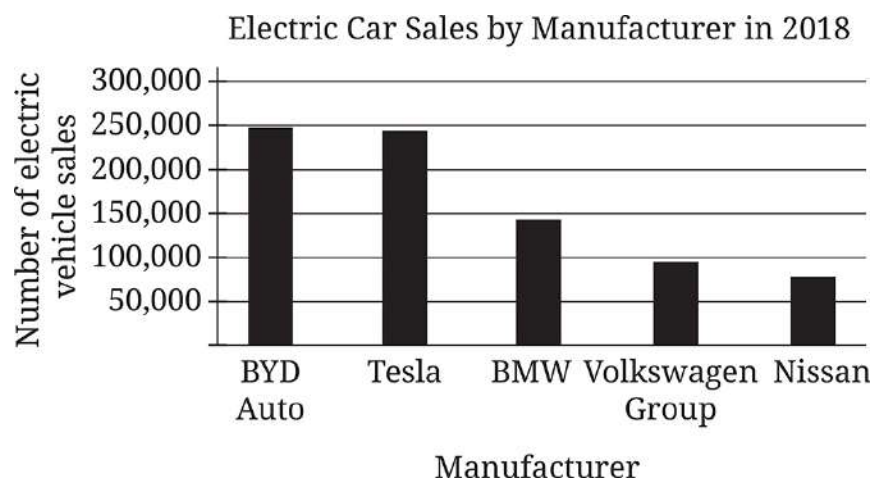
☐ A By conceding that computer-based composers don't spend time learning the foundations of music theory

☐ B By emphasizing that the performance of a musical work is more important than the vehicle used for its creation

☐ C By clarifying that it is much easier to produce notes using a traditional instrument than it is using a mouse

☐ D By stating that computer-based compositions still require some traditional skills even if the medium of creation is less traditional

 Mark for Review



10. Electric cars are vehicles powered by electricity stored in onboard batteries and offer a clean and efficient alternative to traditional internal combustion engine vehicles. Electric vehicle sales are still a small percentage of total vehicle sales, but each of the five major electric car manufacturers posted strong numbers in 2018. For example, _____.

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

☐ A BYD Auto had more than 250,000 electric vehicle sales.

☐ B Nissan had between 50,000 and 100,000 electric vehicle sales.

☐ C Tesla had fewer than 200,000 electric vehicle sales.

☐ D BMW and Volkswagen Group each had between 100,000 and 150,000 electric vehicle sales.

 Mark for Review

11. “The Set of China” is an 1835 short story by Eliza Leslie. In the story, the narrator describes Mr. Gummage as being an art teacher who actively encourages his students to improve upon the fundamentals that he teaches: _____.

Which quotation from “The Set of China” most effectively illustrates the claim?

☐ A “Mr. Gummage immediately supplied her with two bristle brushes, and sundry little shallow earthen cups, each containing a modicum of some sort of body color, massicot, flake-white, etc., prepared by himself and charged at a quarter of a dollar apiece, and which he told

her she would want when she came to do landscapes and figures.”

B “All the dark shadows in every part of the picture were done with a mixture of Persian blue and bistre, and of these two colors there was consequently a vast consumption in Mr. Gummage’s school.”

C “Mr. Gummage’s style was to put in the sky, water and distances with opaque paints, and the most prominent objects with transparent colors. This was probably the reason that his foregrounds seemed always to be sunk in his backgrounds.”

D “The model was scarcely considered as a guide, for he continually told his pupils that they must try to excel it; and he helped them to do so by making all his skies deep red fire at the bottom, and dark blue smoke at the top; and exactly reversing the colors on the water, by putting red at the top and the blue at the bottom.”

 Mark for Review

12. “Stopping by Woods on a Snowy Evening” is a 1923 poem by Robert Frost, which presents a frozen lake on a winter evening while the snow falls. Frost describes his prioritization of personal obligations over admiring the beauty of the winter scene, writing: _____.

Which quotation from “Stopping by Woods on a Snowy Evening” most effectively illustrates the claim?

A “He will not see me stopping here / To watch his woods fill up with snow”

- ☐ B “The woods are lovely, dark and deep / But I have promises to keep”
- ☐ C “The only other sound’s the sweep / Of easy wind and downy flake”
- ☐ D “Between the woods and frozen lake / The darkest evening of the year”

 Mark for Review

Number of Citations of Eight Plant Species in Low and High Vegetation Areas

Plant species	Number of citations in Area I	Number of citations in Area II
<i>C. pyramidale</i>	35	46
<i>S. tuberosa</i>	27	45
<i>C. blanctenianus</i>	31	43
<i>M. glaziovi</i>	11	43
<i>Z. joazeiro</i>	30	43
<i>M. urundeuva</i>	27	41
<i>M. tenuiflora</i>	4	40
<i>S. obtusifolium</i>	32	38

13. Sonaly Silva da Cunha et. al examined two Brazilian semiarid areas to investigate which plant species were collected by agro-pastoralists (people who live in communities centered around livestock and agriculture) during their foraging expeditions. The researchers

predicted that if vegetation were uniform across both areas examined, the average number of citations per species would be 30. The agro-pastoralists cited the number of each of eight species found in an area with low vegetation cover (Area I) and an area with high vegetation cover (Area II). Based on these results, the researchers claim that agro-pastoralists living in Area II were able to gather significant quantities of all eight species due to the area's high vegetation cover.

Which choice best describes data from the table that support the researchers' claim?

☐ A For all of the different plant species, the number of citations from Area II was higher than the researchers' predicted average.

☐ B For all eight plant species, there were fewer than 50 citations from Area II.

☐ C The plant species with the lowest number of citations in Area II was *C. pyramidale*.

☐ D For *M. glaziovii* and *M. tenuiflora*, the number of citations from Area I was significantly higher than the researchers' predicted average.

 Mark for Review

14. "Hieroglyphics" is a 1902 essay by Arthur Machen, a Welsh author and critic. In the essay, Machen addresses the reader as if the two were having a conversation, during which Machen challenges a comparison regarding literary quality that he believes the reader has made:

_____.

Which quotation from “Hieroglyphics” most effectively illustrates the claim?

A “There is no more madness in *that* notion than in the other one—that one has only to print an amusing, interesting, life-like, or pathetic tale to make it into fine literature.”

B “I am afraid, that in your heart of hearts, you still believe that the ‘Odyssey’ is fine literature, and that ‘Pride and Prejudice’ is fine literature, though the ‘Odyssey’ is ‘better’ than ‘Pride and Prejudice.’ It is that ‘better’ that I want to get out of your head, that monstrous fallacy of comparing Westminster Abbey with the charming old houses in Queen Square.”

C “Did any cook ever think that he could change a turkey into a bird of paradise by careful attention to the *farse* and the sauce? The farmer might as well expect to breed early phœnixes for Leadenhall Market by the simple process of lighting a bonfire in the farmyard. The young ducks would jump into the blaze, and the transformation would be the work of a second!”

D “At least I hope you would see, though, as I told you a few weeks ago, I doubt very much whether many people realise the distinction between the ‘Odyssey’ and a political pamphlet. The general opinion, I expect, is that both belong to the same class, though the Greek poem is much more ‘important’ than the pamphlet.”

 Mark for Review

15. The Inca Empire existed from the thirteenth to sixteenth century in what is now the Andes Mountains in South America. The high altitude

and harsh, dry climate kept the Incans relatively safe from external threats but made farming challenging. So, they created a system of terraces that allowed them to grow crops on the mountainside and practiced preserving their crops by “freeze-drying” the crops in the cold, overnight temperatures. These methods worked well enough to produce enough crops to not only support a large population but also _____.

Which choice most logically completes the text?

☐ A to store crops despite adverse conditions.

☐ B to harvest crops during all times of year.

☐ C to prolong the life spans of its citizens.

☐ D to protect their crops from snow and freezing temperatures.

 Mark for Review

16. In a study of the relationship between sleep and memory consolidation—the process by which memories are embedded in our subconscious after initial acquisition—neuroscientist Matthew Walker and his team measured the brain activity of sleeping participants. They discovered that memory consolidation happens during deep sleep as the brain replays memories and stores them more effectively. They also found that the amount and quality of sleep are vital to memory consolidation. Consequently, an increased amount of high-quality sleep is likely to _____.

Which choice most logically completes the text?

☐ A decrease an individual’s ability to access the subconscious mind.

☐ B decrease an individual's ability to achieve deep sleep.

☐ C increase an individual's ability to recognize connections between similar memories.

☐ D increase an individual's ability to better retain memories.

 Mark for Review

17. Using different parts of his body and incorporating sound effects into his final pieces, sculptor and performance artist Kevin Beasley creates his sculptures _____ found materials (such as clothes) and casting materials (such as resin and foam).

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

☐ A with:

☐ B with

☐ C with,

☐ D with—

 Mark for Review

18. Abuwtiyuw was an Egyptian royal hunting dog that lived in the Sixth Dynasty and is thought to have been one of the first domesticated animals. A stone depicting gifts donated for the dog's funeral was discovered in 1935, and researchers _____ that these gifts provide evidence that Abuwtiyuw was mummified.

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

☐ A to believe

☐ B believing

☐ C believe

☐ D having believed

 Mark for Review

19. Journalist Rob Capriccioso founded the publication *Indigenous Wire* to combat the lack of Indigenous representation in the media. He aims to write hard-hitting articles that share the _____ in an authentic and realistic way.

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

☐ A experiences' of Native American tribe member's

☐ B experience's of Native American tribe members

☐ C experience's of Native American tribe members'

☐ D experiences of Native American tribe members

 Mark for Review

20. Artificial organic dyes, such as phthalocyanines, are used in a wide range of industries, but they are often made using solvents that are harmful to the environment. A team at Aalto University _____ a

better method: using solid-state synthesis to minimize the use of dangerous solvents.

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

☐ A to recommend

☐ B recommends

☐ C recommending

☐ D having recommended

 Mark for Review

21. Comets, objects made of ice and dust that orbit the Sun, can be visible to the naked eye. Some comets, such as Halley's Comet, can be seen more than once in a _____ others, such as Comet Shoemaker-Levy 9, are visible only once.

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

☐ A lifetime, while

☐ B lifetime: while

☐ C lifetime. While

☐ D lifetime; while

 Mark for Review

22. The Myriad year clock, one of the Japanese clocks known as *wadokei*, is a universal clock powered by elastic energy. Once the spring inside of it is fully wound, the clock can power _____ for one year without needing another winding.

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

☐ A themselves

☐ B it

☐ C itself

☐ D them

 Mark for Review

23. May Berenbaum of the University of Illinois's Department of Entomology _____ a research seminar on chemical ecology when she developed an interest in honey and its role in the lives of bees. She later proved that honey contains chemical compounds that help bees resist illness and live longer.

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

☐ A was attending

☐ B attends

☐ C has been attending

☐ D will attend

 Mark for Review

24. Sheela Gowda is an Indian artist who creates pieces focused on processes, such as people working everyday jobs. Trained as a painter at the Royal College of Art in London, Gowda expanded into sculpting methods in response to India's shifting political dynamics. She has portrayed Indian political themes in her work. _____ Gowda has incorporated themes of dangerous labor practices and the unfair treatment of women into her pieces.

Which choice completes the text with the most logical transition?

☐ A Regardless,

☐ B In contrast,

☐ C Indeed,

☐ D In addition,

 Mark for Review

25. Autism is often associated with unique speech patterns, and some of these patterns can be identified reliably throughout different languages. In a study, speech rhythm, or the volume and timing of speech, could identify participants with autism reliably across English- and Cantonese-speaking groups. _____ speech intonation, or the variation of the pitch of speech, could only reliably identify participants with autism in the English-speaking group.

Which choice completes the text with the most logical transition?

☐ A In addition,

☐ B For example,

☐ C By contrast,

☐ D Still,

 Mark for Review

26. There have been numerous attempts to allow greater input by America voters with regard to participating in a war. A failed amendment to the Constitution was proposed in 1916 that would have mandated a public referendum to declare war, with anyone voting “yes” being required to enlist and serve. _____ another proposal was made in 1935 and again in 1940 to require a public vote to declare war unless the country had been attacked first.

Which choice completes the text with the most logical transition?

☐ A Specifically,

☐ B Similarly,

☐ C For instance,

☐ D In sum,

 Mark for Review

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

- Terrance Hayes is an American poet.
- He created the “golden shovel” poetic form in which the last word of each line in the poem forms part or all of an existing poem.
- He was inspired by the work of poet Gwendolyn Brooks.

- His poem “The Golden Shovel” uses the words from Brooks’s poem “We Real Cool.”
- The “golden shovel” form was named after “The Golden Shovel,” the first to use this form.

The student wants to provide an explanation and example of a “golden shovel” poem. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- ☐ A The title of the poem “The Golden Shovel” is also the name of the poetic form poet Terrance Hayes created.
- ☐ B Terrance Hayes, who wrote “The Golden Shovel,” created the “golden shovel” poetic form.
- ☐ C Terrance Hayes created the “golden shovel” poetic form, inspired by the work of poet Gwendolyn Brooks, in which the last word of each line forms part or all of an existing poem, as seen in his poem “The Golden Shovel.”
- ☐ D The “golden shovel” poetic form, created by American poet Terrance Hayes, was inspired by the work of poet Gwendolyn Brooks.

S T O P

**If you finish before time is called, you may check your work on this module only.
Do not turn to any other module in the test.**

Section 1, Module 2—Harder: Reading and Writing

SAT Prep Test 1—Reading and Writing

Module 2—Harder

Turn to Section 1 of your answer sheet ([this page](#)) to answer the questions in this section.

DIRECTIONS

The questions in this section address a number of important reading and writing skills. Each question includes one or more passages, which may include a table or graph. Read each passage and question carefully, and then choose the best answer to the question based on the passage(s).

All questions in the section are multiple-choice with four answer choices. Each question has a single best answer.

 Mark for Review

1. In studying the ability to discern differences in pitch in music, psychologist Diana Deutsch found that native speakers of tonal languages, such as Mandarin or Cantonese, are more apt to recognize pitch differences than native speakers of non-tonal languages, such as English or French, as tonal languages _____ words and phrases using pitch changes, giving speakers of these languages heightened sensitivity.

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

☐ A enunciate

☐ B suggest

☐ C distinguish

☐ D camouflage

 Mark for Review

2. Groundbreaking research conducted by James Peebles and his team is motivated by their belief that though the importance of the properties of dark matter are widely accepted, there is an _____ the influence of dark matter on the universe that continues to elude the scientific community.

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

☐ A acknowledgment of

☐ B argument about

☐ C understanding of

☐ D allegiance to

 Mark for Review

3. Whether the success of a business venture, such as a startup or an established company, can be sustained long-term or is merely temporary is closely related to the concept of credibility and therefore necessitates a comprehensive understanding of the elements that contribute to a business's ability to _____ trust among its potential consumers.

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

☐ A invalidate

☐ B fortify

☐ C demarcate

☐ D foster

 Mark for Review

4. Psychologist Angela Duckworth’s studies found that individuals who possess high levels of perseverance are more likely to _____ their long-term objectives. Through her work, Duckworth found that the ability to sustain high levels of effort is as important as talent or intelligence in determining success.

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

☐ A neglect

☐ B analyze

☐ C recall

☐ D attain

 Mark for Review

5. The following text is translated from “When Father Brought Home the Lamp,” an 1883 short story by Finnish author Juhani Aho. The narrator’s father has just decided he will set out on a journey the next morning to acquire a lamp, an item no other family in the village owns.

And that same evening father brought in from the storehouse the big travelling chest in which grandfather, in his time, had stowed his provisions when he came from Uleaborg, and bade mother fill it with hay and lay a little cotton-wool in the middle of it. We children asked why they put nothing in the box but hay and a little wool in the middle, but she bade us hold our tongues, the whole lot of us. Father was in a better humor, and explained that he was going to bring a lamp from the storekeeper, and that it was of glass, and might be broken to bits if he stumbled or if the sledge bumped too much.

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

- ☐ A It describes a point of curiosity regarding an object that the children would like explained.
- ☐ B It demonstrates the conflicting emotions displayed by various members of the family.
- ☐ C It clarifies the loving relationship between the children and their mother.
- ☐ D It examines how the inquisitive nature of children can be encouraged by a parent.

 Mark for Review

6. The following text is from Jane Austen's 1813 novel *Pride and Prejudice*. The narrator is describing Elizabeth's feelings toward Mr. Darcy.

She began now to comprehend that he was exactly the man who, in disposition and talents, would most suit her. His

understanding and temper, though unlike her own, would have answered all her wishes. It was an union that must have been to the advantage of both; by her ease and liveliness, his mind might have been softened, his manners improved; and from his judgement, information, and knowledge of the world, she must have received benefit of greater importance.

Which choice best states the main purpose of the text?

- ☐ A To describe Elizabeth's determination to find a suitable romantic partner
- ☐ B To highlight the benefits of having differing qualities from one's partner
- ☐ C To emphasize Elizabeth's desires in a romantic relationship
- ☐ D To demonstrate that Elizabeth finds her current relationship both enriching and confusing

 Mark for Review

7. Novelist Wright Morris, who was also a photographer, complemented his written works with photographs that encapsulated the worlds and characters he created. In his novel *The Home Place* (1948), Morris included a series of photographs throughout the narrative. The images bring to life the people and places Morris described in the text, enhancing the reader's immersion in the story. In that novel, Morris provides perspective on the themes of family, memory, and rural America—ideas that are all reinforced by the imagery contained within the novel.

Which choice best describes the overall structure of the text?

☐ A It details the photographs that make up *The Home Place*, then explains how they relate to Morris’s convictions.

☐ B It makes a claim about Morris, then offers an example that supports that claim.

☐ C It describes Morris’s impact on the art of storytelling, then discusses Morris’s impact on other storytellers.

☐ D It notes an artist’s unique style, then offers a counterexample of that style.

 Mark for Review

8. Research conducted by neuroscientist Dr. Lisa Feldman Barrett suggests that emotions are based on the way that the brain interprets sensory inputs. Over a period of sixty days in 2004, Barrett and her team asked study participants to self-report their emotional experiences by ranking to what extent they felt base emotions such as anger, anxiety, and happiness. Researchers found that individuals who reported emotional states that accurately correlated with existing data concerning emotional state and heartbeat rhythm typically had lower levels of depression and anxiety compared to those who are less able to report specific emotional states.

Which choice best states the function of the underlined sentence in the overall structure of the text?

☐ A To highlight an obstacle the researchers had to overcome to conduct its study

☐ B To summarize the findings of a research study

☐ C To offer a concrete example that contextualizes the study's findings

☐ D To partially explain the method used in a research study

 Mark for Review

Text 1

Many physicists believe in determinism, which states that reality is strictly physical and everything that happens results from physical forces. But if determinism is taken as fact and not theory, the choices we make become not our own decisions. Some psychologists have offered a somewhat comforting response to this hypothetical loss of free will: if we accept the concept that things are as they must be, we can reduce anxiety in our daily lives.

Text 2

When the philosophy of determinism was first standardized in the twentieth century, it was readily accepted by many within the scientific community. However, science journalist John Horgan argues that the human mind operates differently than the simplified way that scientists prefer their theories. Horgan has compared determinism to a rigid track laid down at the beginning of time but states that the human brain is too complex to accept that it cannot alter that track.

9. Based on the texts, what would the author of Text 2 most likely say about Text 1's characterization of the psychologists' response regarding determinism?

☐ A It is overly critical given the complexity of the human brain referenced by Horgan.

☐ B It is logical given that Horgan has offered a comparison that may help individuals accept the theory.

☐ C It is overly positive given the comments made about the complexity of the human brain by Horgan.

☐ D It is surprising given that Horgan's comments were readily accepted by the scientific community.

Mark for Review

Credited Literary Contributions of Zora Neale Hurston, Nella Larsen, Jessie Redmon Fauset, and Anita Loos

Individual	Years active	Number of credited works published
Zora Neale Hurston	1921–1960	4 novels, 60 short stories, 4 plays
Nella Larsen	1928–1929	2 novels, 5 short stories
Jessie Redmon Fauset	1921–1945	4 novels, 100–200 works as editor
Anita Loos	1910–1970	10 novels, 100–200 short stories, 60 screenplays

10. Some historians studying African American women literary figures have focused on the early- to mid-1900s, when authors such as Zora Neale Hurston, Nella Larsen, Jessie Redmon Fauset, and Anita Loos were involved in one way or another with numerous literary works. Unfortunately, poor record keeping from this era makes it likely that the numbers of these four authors' contributions to literary canon

should not be considered comprehensive; it's entirely possible, for example, that _____.

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

☐ A Zora Neale Hurston wrote exactly 60 short stories and two novels.

☐ B Nella Larsen wrote significantly fewer short stories than Zora Neale Hurston, who is credited with 60.

☐ C Jessie Redmon Fauset's four credited novels include those written after 1945.

☐ D Anita Loos wrote more than 60 screenplays and Nella Larsen wrote more than five short stories.

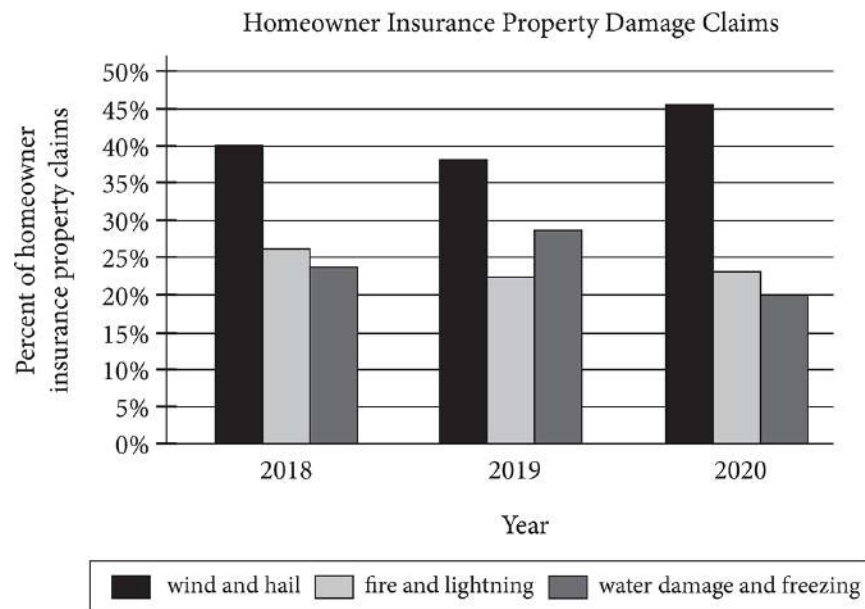
 Mark for Review

11. Researchers Mary Johnson, John Davis, and Robert Smith have studied the effects of exercise on cognitive function in elderly individuals. To effectively conduct these studies, the researchers separated participants aged 65 and older into two groups: one group engaged in a regular exercise program, while the other group remained sedentary. After six months, the exercise group showed significant improvements in memory, attention, and overall cognitive performance compared to the sedentary group. Johnson, Davis, and Smith concluded that regular exercise can have a positive impact on cognitive abilities in older adults.

Which finding, if true, would most directly support Johnson, Davis, and Smith's conclusion?

- A** During periods of activity, elderly adults tend to get more sunshine and fresh air, both of which have a direct correlation to overall cognitive performance.
- B** Overall cognitive performance is easier to ascertain in elderly populations that are physically active than in those that are not.
- C** Cognitive performance in both active and sedentary elderly populations have been found to normalize and be hardly discernible after 12 months of observation.
- D** Active elderly populations have been shown to slow, and sometimes reverse, the effects of aging on cognitive ability, while sedentary elderly populations tend to experience the cognitive effects of aging more rapidly.

 Mark for Review



12. Considering all homeowner's insurance property claims, the Insurance Information Institute assessed the leading causes for property damage

claims over a three-year period. According to its report, the Institute determined that the percentage by which different factors caused claims largely fluctuated over the period studied.

Which choice best describes data from the graph that support the Insurance Information Institute's conclusion?

☐ A The percentage contribution of water damage and freezing to homeowner's insurance property claims changed every year.

☐ B The percentage of homeowner's insurance property claims caused by fire and lightning remained unchanged during the three-year period.

☐ C The percentage of homeowner's insurance property claims caused by wind and hail was highest in 2019.

☐ D The percentage of homeowner's insurance property claims caused by wind and hail was higher than the percentage for fire and lightning or water damage and freezing in each year.

 Mark for Review

13. If *FoxA*, the primary gene that enables some insects to regenerate limbs or even entire bodies, also exists in humans, some biologists have posited that humans may also have the ability to regenerate limbs naturally if stimulated correctly. This concept is also bolstered by evidence that the supplemental genes that interact with *FoxA* during the regeneration process are also found in humans.

Which finding, if true, would most directly weaken the biologists' claim?

A The process for determining the genetic makeup of insects is determined to be more effective when used to analyze other types of living organisms.

B The genetic makeup of most animal species contains *FoxA*, but when analyzed they contain numerous other genes also found in insects.

C A genetically similar species to human beings is revealed to have the same ratio of *FoxA* in its genetic sequence as do insects.

D A new study finds that only some of the supplemental genes necessary for aiding *FoxA* in the regeneration process are found in humans.

 Mark for Review

14. While studying art history, Neil MacGregor developed a belief that despite museums' displays of objects from different civilizations, the power of objects to tell stories had not been fully explored. According to a museum expert, during his career as an influential art historian and curator, MacGregor sought to address this issue, not by organizing displays limited to a single culture as was the industry standard, but by presenting the objects as pieces of a larger story, so that people from diverse ethnicities might find the exhibit more accessible.

Which finding, if true, would most directly support the museum expert's claim?

A MacGregor organized the exhibition *Living with Gods: People, Places, and Worlds Beyond* not to emphasize a particular religious belief but to demonstrate the diverse spiritual and religious beliefs.

☐ B MacGregor curated *Shakespeare: Staging the World* in collaboration with the Royal Shakespeare Company, which explored the historical context during which Shakespeare's plays were written.

☐ C As director and curator for the British museum, MacGregor curated *A History of the World In 100 Objects*, which allowed visitors from around the world to explore human history through objects from the museum's collection.

☐ D MacGregor's work as curator of the 2015 exhibition *Australia* explored themes such as indigenous heritage, colonization, and environmental challenges in the context of contemporary Australian society.

 Mark for Review

15. A central challenge when studying the impact of leadership positions on everyday behavior is establishing a suitable control group. Any study aiming to investigate the impact of leadership positions on everyday behavior needs to compare individuals in positions of leadership to those who are not but who otherwise possess similar characteristics. Because it is often hard to anticipate who will rise to leadership positions, researchers _____.

Which choice most logically completes the text?

☐ A will find it challenging to execute an accurate comparative analysis.

☐ B struggle to find reputable data about the changes in behavior in those who currently hold leadership positions.

☐ can only conduct valid studies on individuals who have recently left leadership positions.

☐ should select a large control group of diverse people.

 Mark for Review

16. Transcribed in the sixteenth century in Classical Quiché by an unknown Mayan scribe, *Popol Vuh* is one of the most significant surviving sources of ancient Mayan culture. The text reflects pre-colonial Mayan beliefs about cosmology, religion, and morality. Nonetheless, some of the passages in *Popol Vuh* included Catholic and European influence, which suggests that the Mayans may have had interactions with those religious and regional groups. Consequently, scholars contend that _____.

Which choice most logically completes the text?

☐ any references to beliefs influenced cultural aspects of the Mayan civilization found in the text should be considered distinct from the original Mayan belief.

☐ while most of ancient Mayan culture and traditions predates colonialization, some elements of culture were shaped after contact with European and Catholic ideals.

☐ although the scribe who transcribed *Popol Vuh* was fluent in Classical Quiché, they also had a functional knowledge of European languages.

☐ before colonization, Mayan beliefs about cosmology, religion, and morality were unique to the civilization.

 Mark for Review

17. Directed by filmmaker Tony Silver, *Style Wars*, a documentary about New York City street artists, _____ contrasting views on graffiti, including those of the artists themselves, who explain their motivations for creating art that is illegal.

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

☐ A present

☐ B have presented

☐ C are presenting

☐ D presents

 Mark for Review

18. Unlike all other waterfowl, the black-headed duck does not build a _____ it deposits its eggs into other birds' nests, where they are incubated along with the parents' own eggs. According to biologist John Eadie, the duck's choice of coots for their host nests may be in response to the presence of egg-eating predators, since coots vigorously defend their clutches against predation.

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

☐ A nest; instead,

☐ B nest, instead;

☐ C nest instead,

☐ D nest, instead,

 Mark for Review

19. Chemist Stephanie Kwolek _____ tire materials for the DuPont chemical company when she unexpectedly found a new polymer with fibers that aligned themselves parallel to each other, making this polymer exceptionally strong; later trademarked as Kevlar, her discovery is now used in products from phones to body armor.

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

☐ A will research

☐ B was researching

☐ C has been researching

☐ D researches

 Mark for Review

20. Located on the eastern slopes of the Andes Mountains, the Yungas cloud forests of Bolivia are home to many endemic plants and animals. Herpetologist Teresa Camacho Badani led an expedition into the Yungas to collect specimens of an endangered species of _____ known only from a single individual found in 2009 and nicknamed Romeo, the Sehuencas water frog (*Telmatobius yucarare*) is now being bred in captivity in an effort to restore the population.

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

☐ A amphibian previously

☐ B amphibian but previously

☐ C amphibian. Previously

☐ D amphibian, previously

 Mark for Review

21. In 2022, a helicopter landed in Palm Springs, California, after completing a pioneering 24-mile _____ by a rechargeable battery and carrying a 50-pound weight (which was added in order to simulate the weight of a transport care system for organ transplants), the fully electric helicopter was copiloted by Martine Rothblatt and Ric Webb.

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

☐ A flight, powered

☐ B flight and powered

☐ C flight powered

☐ D flight. Powered

 Mark for Review

22. The *Voyager 2* spacecraft was launched by NASA in 1977 in order to take close-up pictures of Uranus and _____ find the furthest extent of the Solar System; and collect data about the interstellar space beyond the Solar System.

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

☐ A Neptune, the previously unexplored outer planets;

☐ B Neptune the previously unexplored outer planets,

☐ C Neptune, the previously unexplored outer planets,

☐ D Neptune; the previously unexplored outer planets,

 Mark for Review

23. Ethiopian American artist Julie Mehretu paints by projecting a visual image such as an architectural blueprint or a photograph from a newspaper article onto a canvas and then converting the projection into abstract forms, working in a style that art _____ “a complex dance between abstraction and representation.”

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

☐ A journalist Maximiliáno Durón, calls,

☐ B journalist Maximiliáno Durón calls

☐ C journalist, Maximiliáno Durón, calls

☐ D journalist, Maximiliáno Durón, calls,

 Mark for Review

24. While a local legend credits French cheesemaker Marie Harel with the invention of Camembert cheese, she likely learned the technique from a priest, Abbot Charles-Jean Bonvoust, who passed along the recipe while in hiding during the French Revolution. _____ Harel will likely continue to receive recognition for the cheese, as her

descendants created a large-scale cheese factory to mass-produce the variety to share with the rest of the world.

Which choice completes the text with the most logical transition?

☐ A Nevertheless

☐ B Furthermore,

☐ C Indeed,

☐ D Consequently,

 Mark for Review

25. The Chicxulub crater, located in Mexico, was discovered by Antonio Camargo and Glen Penfield and is believed to be the result of an asteroid impact. Many researchers have found evidence to support the hypothesis that the impact caused the Cretaceous-Paleogene extinction event. _____ the surrounding areas contain shocked quartz that is only formed through high pressure and tektites that are often ejected from meteorites.

Which choice completes the text with the most logical transition?

☐ A As a result,

☐ B However,

☐ C In other words,

☐ D Specifically,

 Mark for Review

26. Fingerprinting is often used to settle fraud cases, but a suspect could claim that he or she handled a piece of paper before the fraudulent material was printed on it. By placing a layer of gelatin over a fingerprint and reacting it in a vacuum chamber, the fingerprint will appear “masked” if it was placed before anything was printed on the paper. _____ using this new technique, court cases will have more reliable evidence regarding a suspect’s knowledge of the fraud that was committed.

Which choice completes the text with the most logical transition?

☐ A Nevertheless,

☐ B Thus,

☐ C Similarly,

☐ D However,

 Mark for Review

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

- Researchers have been investigating the effects of sports-related concussions on the brain.
- Biomarkers in the blood indicative of tissue injury were found in participants two weeks following their last injuries.
- Extensive white matter damage deeper in the brain was found in participants six months following their last injuries.
- Many participants had more than one sports-related concussion.

The student wants to make and support a generalization about sports-related concussions. Which choice most effectively uses relevant information from the notes to accomplish this goal?

A There are short- and long-term consequences of a sports-related concussion on the brain: two weeks following injury there are biomarkers in the blood indicative of tissue injury, while six months following injury there is damage to the white matter deeper in the brain.

B There are many effects of sports-related concussions on the brain, especially in participants with more than one sports-related concussion.

C One example of a long-term consequence of sports-related concussions is the damage to white matter deeper in the brain found in participants six months following their last injury.

D Many participants had more than one sports-related concussion, and blood biomarkers showed signs of tissue injury two weeks following their sports-related concussions.

S T O P

**If you finish before time is called, you may check your work on this module only.
Do not turn to any other module in the test.**

Section 2, Module 1: Math

SAT Prep Test 1—Math

Module 1

Turn to Section 2 of your answer sheet ([this page](#)) to answer the questions in this section.

DIRECTIONS

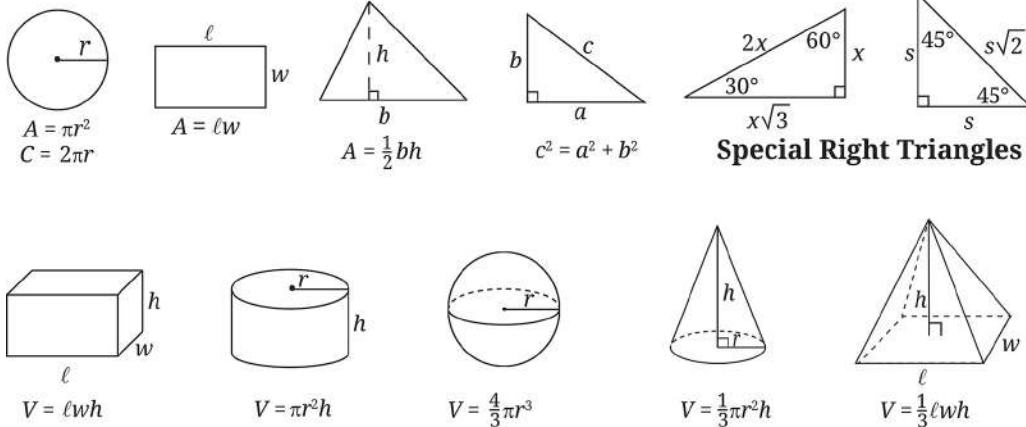
The questions in this section address a number of important math skills.
Use of a calculator is permitted for all questions.

NOTES

Unless otherwise indicated:

- All variables and expressions represent real numbers.
- Figures provided are drawn to scale.
- All figures lie in a plane.
- The domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

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.

For multiple-choice questions, solve each problem, choose the correct answer from the choices provided, and then highlight your answer in this book. Highlight only one answer for each question. If you change your mind, completely erase the highlight. You will not get credit for questions with more than one answer highlighted or for questions with no answers highlighted.

For student-produced response questions, solve each problem and write your answer along with the question number on scratch paper as described below.

- Once you've written your answer, circle it clearly. You will not receive credit for anything written outside the circle or for any questions with more than one circled answer.
- If you find **more than one correct answer**, write and circle only one answer.
- Your answer can be up to 5 characters for a **positive** answer and up to 6 characters (including the negative sign) for a **negative** answer, but no more.
- If your answer is a **fraction** that is too long (over 5 characters for positive, 6 characters for negative), write the decimal equivalent.
- If your answer is a **decimal** that is too long (over 5 characters for positive, 6 characters for negative), truncate it or round at the fourth digit.
- If your answer is a **mixed number** (such as $3\frac{1}{2}$), write it as an improper fraction ($\frac{7}{2}$) or its decimal equivalent (3.5).
- Don't enter **symbols** such as a percent sign, comma, or dollar sign in your circled answer.

 Mark for Review

Data set S: 2, 3, 8, 8, 11, 24

Data set T: 3, 8, 8, 11, 24

1. The values in data sets S and T are given. Which of the following is a true statement comparing the means of the two data sets?

☐ A There is not enough information to compare the means.

☐ B The means of data set S and data set T are equal.

☐ C The mean of data set S is less than the mean of data set T.

☐ D The mean of data set S is greater than the mean of data set T.

 Mark for Review

2. If $x = 8$, what is the value of $30 - x$?

☐ A 14

☐ B 22

☐ C 30

☐ D 38

 Mark for Review

3. The valve of a water tank remained open for 44 seconds. The water tank contained 7,854 liters of water before the valve was opened and 1,192 liters of water once the valve was closed. Approximately how many liters of water, on average, drained from the tank each second while the valve was open?

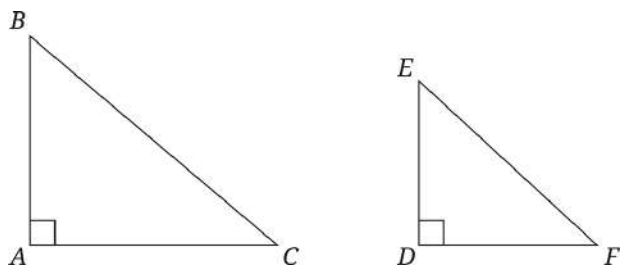
☐ A 27

☐ B 151

☐ C 206

☐ D 6,662

 Mark for Review



Note: Figures not drawn to scale.

4. Similar right triangles ABC and DEF are shown, where B corresponds to E . If the measure of angle E is 52° , what is the measure of angle C ?

☐ A 38°

☐ B 52°

☐ C 128°

☐ D 142°

☐ Mark for Review

5. Last week, a softball equipment company made \$26,000 from the sale of equally-priced bats and equally-priced gloves. When b is the number of bats sold and g is the number of gloves sold, the equation $500b + 300g = 26,000$ represents this situation. The sales price of each glove is how many dollars less than the sales price of each bat?

☐ Mark for Review

$$\begin{aligned}8x - y &= -17 \\ -7x &= 14\end{aligned}$$

6. The given system of equations has one solution at (x, y) . What is the value of $x - y$?

☐ A -31

☐ B -3

☐ C 3

☐ D 31

 Mark for Review

7. The function $f(d) = 750d + 12,000$ models the amount of money, in dollars, that an arts organization has in its account d days after starting a fundraising campaign. Based on this model, how much money, in dollars, did the organization have in its account before starting the fundraising campaign?

☐ A 16

☐ B 750

☐ C 11,250

☐ D 12,000

 Mark for Review

8. Equilateral triangle T has a perimeter that is one-third the perimeter of equilateral triangle S. If one side of triangle S is 9 inches long, what is the length, in inches, of one side of triangle T?

☐ A 3

☐ B 9

☐ C 12

☐ D 27

 Mark for Review

9. If $|7x + 14| = 49$, what is one possible value of $x + 2$?

 Mark for Review

x	$g(x)$
-30	-116
-24	-86
-18	-56
-12	-26
-6	4

10. Five values of x and their corresponding values of $g(x)$ are shown in the table. The relationship between x and $g(x)$ is linear. If the function g is defined by $g(x) = kx + 34$, what is the value of the constant k ?

 Mark for Review

11. The expression $(-3x^4 + 13) + (-8x^4 - 9)$ is equivalent to $cx^4 + 4$, where c is a constant. What is the value of c ?

 Mark for Review

$$\frac{22m}{n} = \frac{2}{3s}$$

12. The given equation relates the numbers m , n , and s , where n is not equal to 0 and $s > 1$. Which equation correctly expresses m in terms of n and s ?

☐ A $m = 2n - 66s$

☐ B $m = 66ns$

☐ C $m = \frac{3ns}{44}$

☐ D $m = \frac{2n}{66s}$

 Mark for Review

13. A certain ant colony contains 96,000 ants. A disease infects the colony, causing the number of ants to decrease by one-half every 4 days. How many ants remained in the colony 20 days after the infection started?

☐ A 3,000

☐ B 4,800

☐ C 6,000

☐ D 24,000

 Mark for Review

$$\begin{aligned}x &< 53 \\ x - 7y &< 16\end{aligned}$$

14. When the given system of inequalities is graphed in the xy -plane, one of the solutions is $(39, y)$. Which of the following could be the value of y ?

☐ A -4

☐ B -3

☐ C 3

☐ D 4

 Mark for Review

$$\sqrt[9]{s^5t^5}$$

15. If s and t are positive, which of the following expressions is equivalent to the given expression?

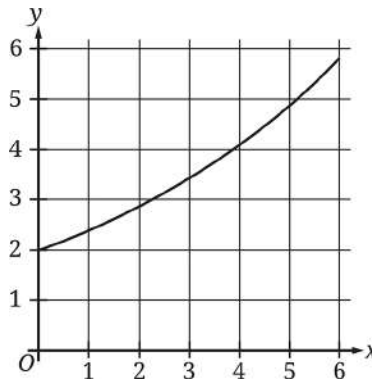
☐ A $(st)^{\frac{5}{9}}$

☐ B $(st)^{\frac{9}{5}}$

☐ C $(st)^{14}$

☐ D $(st)^{45}$

 Mark for Review



16. A certain collector's item increased in value every month for the first six months after it was purchased. The graph shows the value, y , in hundreds of dollars, of the item x months after it was purchased, where $0 \leq x \leq 6$. Which of the following is the best interpretation of the y -intercept of the graph in this context?

☐ A The value of the item when it was purchased was \$2.

☐ B The value of the item increased by \$200 over the first six months after it was purchased.

☐ C The value of the item when it was purchased was \$200.

☐ D The value of the item six months after it was purchased was \$2,000.

 Mark for Review

17. Which of the following systems of linear equations has exactly one real solution?

☐ A $y = 2$
 $y = 4$

☐ B $y = 2x$

$$y = 2x - 4$$

☐ $y = 4x - 4$
 $y = 4x + 4$

☐ $y = 4x - 2$
 $y = 8x - 4$

 Mark for Review

18. The n th term of a sequence is represented by s , and each term after the first term is one-half of the preceding term. If the first term of the sequence is 56, which of the following equations expresses s in terms of n ?

☐ $s = \frac{1}{2} (56^{n-1})$

☐ $s = \frac{1}{2} (56^n)$

☐ $s = 56 \left(\frac{1}{2} \right)^{n-1}$

☐ $s = 56 \left(\frac{1}{2} \right)^n$

 Mark for Review

19. In 2023, a certain streaming service decreased its number of movies available by 9% from the number of movies available in 2022. If the number of movies available in 2023 is m times the number of movies available in 2022, what is the value of m ?

☐ 0.09

☐ B 0.91

☐ C 1.09

☐ D 1.91

 Mark for Review

20. The maximum value of q is 14 more than 7 times the value of r . Which inequality represents the relationship between q and r ?

☐ A $q \leq 7r + 14$

☐ B $q \leq 14r + 7$

☐ C $q \geq 7r + 14$

☐ D $q \geq 14r + 7$

 Mark for Review

21. The equation $5x + 3y = -8$ represents line l . Line m is obtained by shifting line l up 2 units in the xy -plane. The x -intercept of the graph of line m is (a, b) . What is the value of a ?

 Mark for Review

$$AB = 42$$

$$BC = 56$$

$$CA = 70$$

22. Right triangle ABC is similar to triangle DEF , where A corresponds to D and B corresponds to E . The lengths of the sides of triangle ABC are given. What is the value of $\cos D$?

☐ A $\frac{3}{5}$

☐ B $\frac{3}{4}$

☐ C $\frac{4}{5}$

☐ D $\frac{4}{3}$

YIELD

Once you've finished (or run out of time for) this section, use the answer key to determine how many questions you got right. If you got fewer than 14 questions right, move on to Module 2—Easier, otherwise move on to Module 2—Harder.

Section 2, Module 2—Easier: Math

SAT Prep Test 1—Math

Module 2—Easier

Turn to Section 2 of your answer sheet ([this page](#)) to answer the questions in this section.

DIRECTIONS

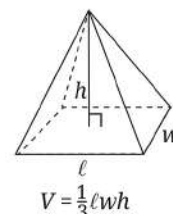
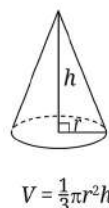
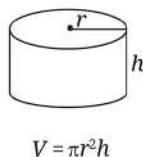
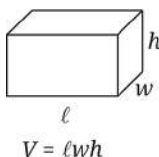
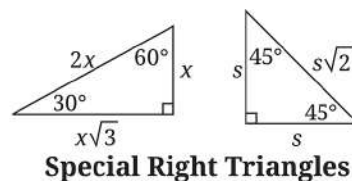
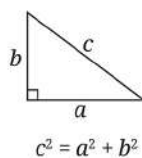
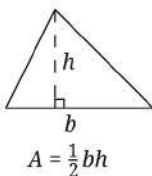
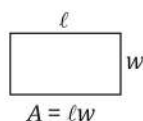
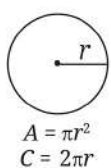
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- Don't enter **symbols** such as a percent sign, comma, or dollar sign in your circled answer.

 Mark for Review

1. An automobile factory makes 1,200 vehicles in 1 day. If the factory operates continuously for 1 week at this rate, how many vehicles will it make?

 Mark for Review

2. If $10a = 30$, what is the value of $9a$?

☐ A 27

☐ B 40

☐ C 270

☐ D 360

 Mark for Review

3. Talula baked 340 cookies and gave 20% of them to her neighbors. How many of the cookies did Talula give to her neighbors?

☐ A 14

☐ B 34

☐ C 54

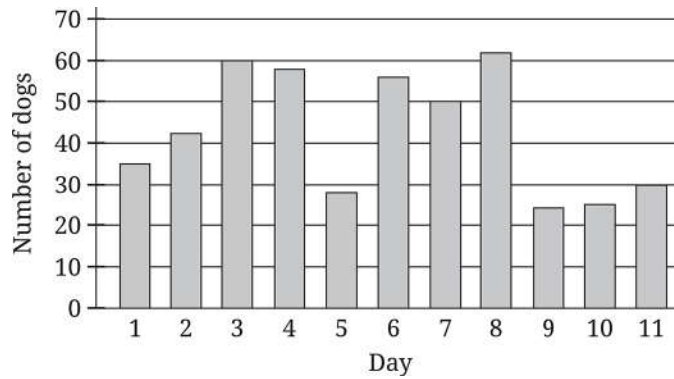
☐ D 68

 Mark for Review

$$h(x) = 11x - 5$$

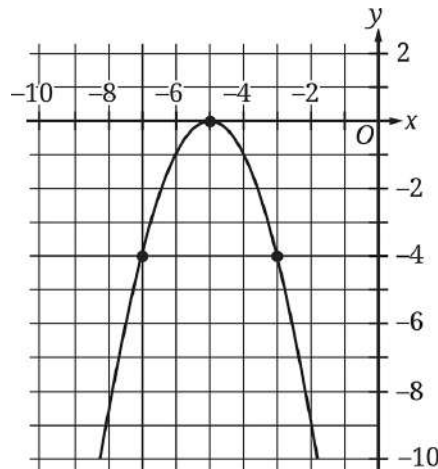
4. The function h is defined by the given equation. When $x = 6$, what is the value of $h(x)$?

 Mark for Review



5. The distribution of 469 dogs that visited a dog park over an 11-day period is shown in the bar graph. How many dogs visited this dog park on day 7?

 Mark for Review



6. The graph shown intercepts the x -axis at $(x, 0)$. What is the value of x ?

 Mark for Review

7. Which of the following expressions is equivalent to $14a + 7ab^2$?

☐ A $2a(7 + 7b^2)$

☐ B $7a(2 + b^2)$

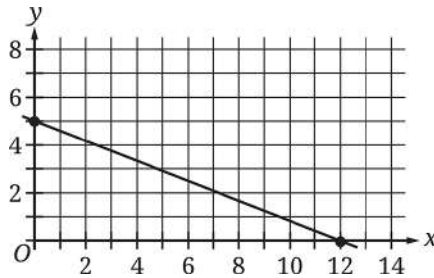
☐ C $7a(a + 14b)$

☐ D $7b(2ab)$

☐ Mark for Review

8. Rectangle A has a length of 80 and a width of 24. What is the perimeter of rectangle A?

☐ Mark for Review



9. The point with coordinates $(3, n)$ lies on the line shown. What is the value of n ?

☐ A $\frac{13}{4}$

☐ B $\frac{15}{4}$

☐ $\frac{19}{5}$

☐ $\frac{24}{7}$

 Mark for Review

10. A magician has a hat with 18 cards inside. The face of each card has a number from 1 to 18 written on it, with a different number on each card. If the magician takes out a single card, what is the probability that the number written on it is not 6?

☐ $\frac{1}{18}$

☐ $\frac{6}{18}$

☐ $\frac{12}{18}$

☐ $\frac{17}{18}$

 Mark for Review

11. The function g is defined by $g(x) = -2x^2$. What is the value of $g(3)$?

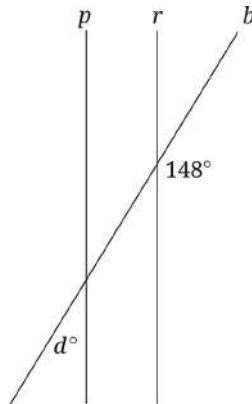
☐ -18

☐ -12

☐ -10

☐ -6

 Mark for Review



Note: Figure not drawn to scale.

12. In the figure shown, line b intersects parallel lines p and r . What is the value of d ?

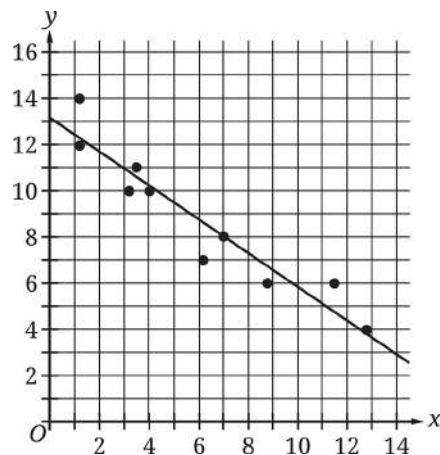
☐ A 16

☐ B 32

☐ C 74

☐ D 148

 Mark for Review



13. Which of the following equations could define the line of best fit for the scatterplot shown?

☐ A $y = -13 - 0.7x$

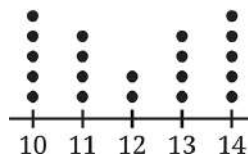
☐ B $y = -13 + 0.7x$

☐ C $y = 13 - 0.7x$

☐ D $y = 13 + 0.7x$

 Mark for Review

Data Set R



14. There are 20 values in data set R, represented by the dot plot shown. Data set S is created by subtracting 8 from each of the values in data set R. Which of the following correctly compares the ranges and the means of data sets R and S?

☐ A The range of data set S is less than the range of data set R, and the mean of data set S is equal to the mean of data set R.

☐ B The range of data set S is less than the range of data set R, and the mean of data set S is less than the mean of data set R.

☐ C The range of data set S is equal to the range of data set R, and the mean of data set S is equal to the mean of data set R.

- ☐ D The range of data set S is equal to the range of data set R, and the mean of data set S is less than the mean of data set R.

 Mark for Review

15. During a video game session, a player scored a total of 1,000 points for c cooperative missions and s solo missions. The equation $20c + 25s = 1,000$ represents this situation. Which of the following is the best interpretation of the number 25 in this context?

- ☐ A The player completed 25 cooperative missions during this session.
- ☐ B The player scored 25 points for each cooperative mission during this session.
- ☐ C The player completed 25 solo missions during this session.
- ☐ D The player scored 25 points for each solo mission during this session.

 Mark for Review

$$g(x) = \frac{\sqrt{x}}{2}$$

16. The function g is defined by the given equation. If $g(x) = 5$, what is the value of x ?

☐ A 10

☐ B 25

☐ C 50

☐ D 100

☐ Mark for Review

$$y = x^2 - 7$$
$$x = -7$$

17. When graphed in the xy -plane, the given equations intersect at the point (x, y) . What is the value of y ?

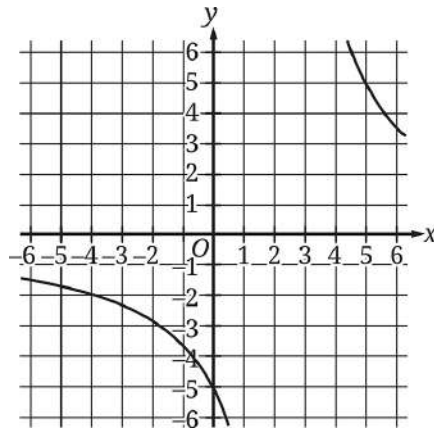
☐ A -21

☐ B -7

☐ C 42

☐ D 49

☐ Mark for Review



18. A partial graph of $y = f(x)$ in the xy -plane is shown. Which of the following is the value of $f(0)$?

☐ A -5

☐ $-\frac{1}{4}$

☐ 0

☐ 5

 Mark for Review

19. Which of the following equations defines a line in the xy -plane that has a slope of $\frac{1}{6}$ and passes through the point $(12, -7)$?

☐ $y = \frac{x}{6} - 9$

☐ $y = \frac{x}{6} - 7$

☐ $y = -9x + \frac{1}{6}$

☐ $y = 12x - 7$

 Mark for Review

20. How many distinct real solutions does the equation $4x^2 - 8x - 5 = 0$ have?

☐ Exactly one

☐ Exactly two

☐ Infinitely many

☐ Zero

 Mark for Review

21. A jar contains a total of 37 red and blue tokens used to play a game. The mass of one red token is 90 grams, and the mass of one blue token is 120 grams. If the combined mass of the tokens is 3,810 grams, how many of the tokens in the jar are blue?

☐ A 5

☐ B 16

☐ C 21

☐ D 32

 Mark for Review

22. Circle R is defined by the equation $(x + 3)^2 + y^2 = 64$. If circle S is the result of shifting the graph of circle R to the right 7 units in the xy -plane, what is the equation of circle S?

☐ A $(x + 3)^2 + (y - 7)^2 = 64$

☐ B $(x + 3)^2 + (y + 7)^2 = 64$

☐ C $(x - 4)^2 + y^2 = 64$

☐ D $(x + 10)^2 + y^2 = 64$

STOP

If you finish before time is called, you may check your work on this module only.
Do not turn to any other module in the test.

Section 2, Module 2—Harder: Math

SAT Prep Test 1—Math

Module 2—Harder

Turn to Section 2 of your answer sheet ([this page](#)) to answer the questions in this section.

DIRECTIONS

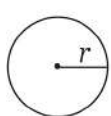
The questions in this section address a number of important math skills.
Use of a calculator is permitted for all questions.

NOTES

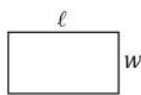
Unless otherwise indicated:

- All variables and expressions represent real numbers.
- Figures provided are drawn to scale.
- All figures lie in a plane.
- The domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

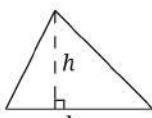
REFERENCE



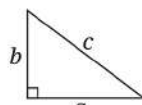
$$A = \pi r^2$$
$$C = 2\pi r$$



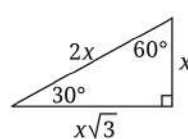
$$A = \ell w$$



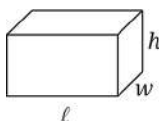
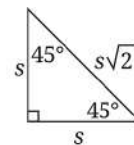
$$A = \frac{1}{2}bh$$



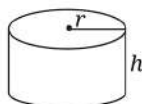
$$c^2 = a^2 + b^2$$



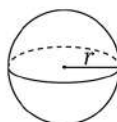
Special Right Triangles



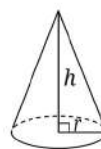
$$V = \ell wh$$



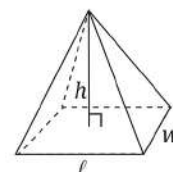
$$V = \pi r^2 h$$



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



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



$$V = \frac{1}{3}\ell wh$$

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.

For multiple-choice questions, solve each problem, choose the correct answer from the choices provided, and then highlight your answer in this book. Highlight only one answer for each question. If you change your mind, completely erase the highlight. You will not get credit for questions with more than one answer highlighted or for questions with no answers highlighted.

For student-produced response questions, solve each problem and write your answer along with the question number on scratch paper as described below.

- Once you've written your answer, circle it clearly. You will not receive credit for anything written outside the circle or for any questions with more than one circled answer.
- If you find **more than one correct answer**, write and circle only one answer.
- Your answer can be up to 5 characters for a **positive** answer and up to 6 characters (including the negative sign) for a **negative** answer, but no more.
- If your answer is a **fraction** that is too long (over 5 characters for positive, 6 characters for negative), write the decimal equivalent.
- If your answer is a **decimal** that is too long (over 5 characters for positive, 6 characters for negative), truncate it or round at the fourth digit.
- If your answer is a **mixed number** (such as $3\frac{1}{2}$), write it as an improper fraction ($7/2$) or its decimal equivalent (3.5).
- Don't enter **symbols** such as a percent sign, comma, or dollar sign in your circled answer.

 Mark for Review

1. A fruit stand sells a total of 200 apples and bananas. The apples are sold in bags of 4 apples per bag, and the bananas are sold in bunches of 6 bananas each. Which of the following equations best represents the number of bags of apples, a , and bunches of bananas, b , that could be sold at the fruit stand?

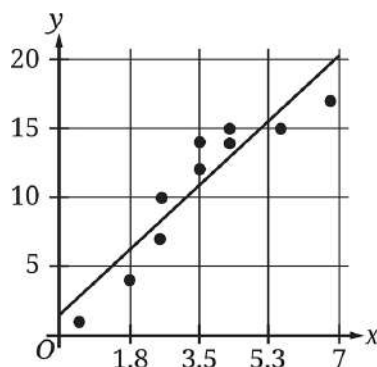
☐ **A** $(a + b)(4 + 6) = 200$

☐ **B** $(4 + a)(6 + b) = 200$

☐ **C** $4a + 6b = 200$

☐ **D** $6a + 4b = 200$

 Mark for Review



2. The relationship between two variables, x and y , is shown on the scatterplot, and a line of best fit is also shown. Which of the following equations best represents the line of best fit?

☐ A $y = -1.5 - 2.7x$

☐ B $y = -1.5 + 2.7x$

☐ C $y = 1.5 - 2.7x$

☐ D $y = 1.5 + 2.7x$

 Mark for Review

3. A random sample of the 120 members of a cycling club was given a survey. The survey asked the cycling club members whether they plan to compete in an upcoming race. Of those surveyed, 45% responded that they do not plan to compete in the upcoming race. Which of the following is the best estimate of the total number of cycling club members who do not plan to compete in the upcoming race, based on the survey?

☐ A 45

☐ B 54

☐ C 66

☐ D 120

 Mark for Review

x	$g(x)$
-1	-11
0	-5
1	-7
2	-17

4. The table shows four values of x and their corresponding values of $g(x)$ for the quadratic function g . Which of the following equations defines function g ?

☐ A $g(x) = -x^2 - 4x - 5$

☐ B $g(x) = -5x^2 + 3x - 5$

☐ C $g(x) = -4x^2 + 2x - 5$

☐ D $g(x) = -2x^2 + 4x - 5$

 Mark for Review

$$f(x) = \frac{x - 12}{8}$$

5. The equation given defines function f . If c is a constant, for which value of c does $f(c) = 20$?

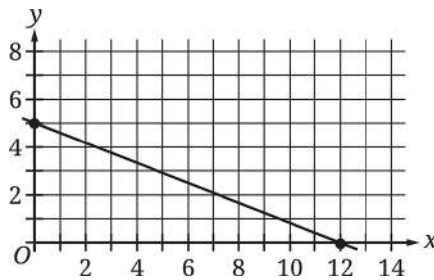
☐ A 1

☐ B 20

☐ C 148

☐ D 172

☐ Mark for Review



6. The point with coordinates $(3, n)$ lies on the line shown. What is the value of n ?

☐ A $\frac{13}{4}$

☐ B $\frac{15}{4}$

☐ C $\frac{19}{5}$

☐ D $\frac{24}{7}$

☐ Mark for Review

7. Line l is graphed in the xy -plane and is defined by $7 + 4y = -16x$. If line m is parallel to line l , what is the slope of line m ?

☐ A -4

☐ B $-\frac{1}{4}$

☐ C $\frac{1}{4}$

☐ D 4

☐ Mark for Review

8. A concrete block in the shape of a rectangular solid has a mass of 1,690 kilograms. The block has a length of 1.1 meters, a width of 0.8 meters, and a height of 0.8 meters. To the nearest whole number, what is the density, in kilograms per cubic meter, of the concrete block?

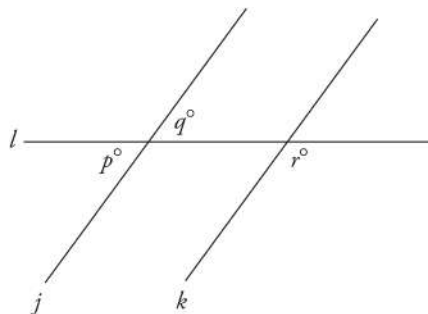
☐ A 1,082

☐ B 1,190

☐ C 2,401

☐ D 2,641

☐ Mark for Review



Note: Figure not drawn to scale.

9. In the figure shown, line l intersects parallel lines j and k . If $q = 10c - 11$ and $r = 15c + 41$, what is the value of p ?

☐ A 6

☐ B 49

☐ C 115

☐ D 131

 Mark for Review

$$-7(px + q) = \frac{42}{23}x + \frac{35}{9}$$

10. The given equation, where p and q are constants, has infinitely many solutions. If $p < 0$, what is the value of q ?

 Mark for Review

11. During the last business quarter, the number of unique visitors to a small e-commerce website decreased by 25% from its previous average of 620 unique visitors each day. At the start of the upcoming quarter, the website will launch a promotion, and the resulting number of unique visitors per day is projected to be 180% of the number of visitors last quarter. What is the projected average number of unique visitors per day the website will receive during its promotion?

 Mark for Review

12. The amount, in micrograms, of a certain radioactive isotope h hours after its initial creation is modeled by the function $M(h) = 302(0.87)^{\left(\frac{4}{5}\right)h}$. According to the model, the amount of the isotope is predicted to decrease by $d\%$ every 75 minutes. What is the value of d ?

☐ A 0.87

☐ B 13

☐ C 16.25

☐ D 87

 Mark for Review

13. Packages in a warehouse are split into two groups. Group X contains 40 packages, and group Y contains 110 packages. If the mean mass of the packages in group X is 24 kilograms (kg), and the mean mass of the packages in group Y is 9 kg, what is the mean mass, in kg, of all 150 packages?

 Mark for Review

$$11x^2 - kx + 63$$

14. The given expression, where k is a constant, can be rewritten as $(px - q)(x - r)$, where p , q , and r are integer constants. Which of the

following must be an integer?

☐ A $\frac{63}{r}$

☐ B $\frac{63}{p}$

☐ C $\frac{k}{r}$

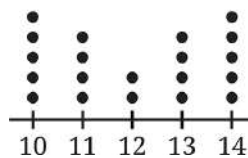
☐ D $\frac{k}{p}$

 Mark for Review

15. The equation $3x^2 - 36x + k = 0$ has exactly two real solutions. If k is a constant and $k < m$, what is the least possible value of m ?

 Mark for Review

Data Set R



16. There are 20 values in data set R, represented by the dot plot shown. Data set S is created by subtracting 8 from each of the values in data set R. Which of the following correctly compares the ranges and the means of data sets R and S?

☐ A The range of data set S is less than the range of data set R, and the mean of data set S is equal to the mean of data set

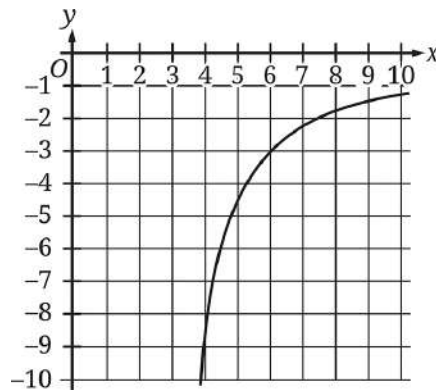
R.

☐ B The range of data set S is less than the range of data set R, and the mean of data set S is less than the mean of data set R.

☐ C The range of data set S is equal to the range of data set R, and the mean of data set S is equal to the mean of data set R.

☐ D The range of data set S is equal to the range of data set R, and the mean of data set S is less than the mean of data set R.

 Mark for Review



17. The function g is defined by the equation $g(x) = \frac{c}{x-d}$, where c and d are constants. The partial graph of $y = g(x)$ is shown. Which equation could define function h if $h(x) = g(x-3)$?

☐ A $h(x) = -\frac{9}{x-6}$

☐ B $h(x) = -\frac{9}{x-3}$

$\boxed{\text{C}} \quad h(x) = \frac{-9}{x}$

$\boxed{\text{D}} \quad h(x) = \frac{-9(x-3)}{x-3}$

 Mark for Review

$$y = x^2 - 6x - c$$
$$y = 3.5$$

18. If the given system of equations has exactly one real solution, and c is a negative constant, what is the value of c ?

 Mark for Review

19. A circle with the equation $x^2 - \frac{1}{2}x + y^2 - \frac{1}{2}y = \frac{7}{8}$ is graphed in the xy -plane. What is the length of the radius of this circle?

 Mark for Review

20. In the equation $18x^2 - (18n - m)x - mn = 0$, m and n are positive constants. If the product of the solutions to the given equation is kmn , where k is a constant, what is the value of k ?

$\boxed{\text{A}} \quad -18$

☐ $-\frac{1}{18}$

☐ $\frac{1}{9}$

☐ 1

 Mark for Review

21. The equation of a parabola is written in the form $y = ax^2 + bx + c$, where a , b , and c are constants. When graphed in the xy -plane, the parabola has vertex $(-1, 4)$ and does not intersect the x -axis. Which of the following could be the value of $a - b - c$?

☐ -5

☐ -4

☐ 0

☐ 4

 Mark for Review

22. A rectangular prism has a height of 50 centimeters (cm). The base of the prism is a square and the surface area of the prism is $S \text{ cm}^2$. If the prism is divided into two identical rectangular prisms by making a cut parallel to the square base, each resulting prism has a surface area of $\frac{31}{56} S \text{ cm}^2$. What is the side length, in cm, of each square base?

☐ 5

☐ B 6

☐ C 12

☐ D 24

S T O P

**If you finish before time is called, you may check your work on this module only.
Do not turn to any other module in the test.**

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Chapter 3

Practice Test 1: Diagnostic Answer Key and Explanations

PRACTICE TEST 1: DIAGNOSTIC ANSWER KEY

Let's take a look at how you did on Practice Test 1. Check your answers and fill in the scorecard below by marking correct answers with a check. Then read the explanations for any questions you got wrong, or you struggled with but got correct. Once you finish working through the scorecard and the explanations, go back to [this page](#) to review how to make your study plan.

Reading and Writing Comprehension—Module 1			
Q #	Ans.	✓	Chap. # Section
1	C		7, Vocabulary Questions
2	C		7, Vocabulary Questions
3	B		7, Vocabulary Questions
4	C		7, Vocabulary Questions
5	B		7, Vocabulary Questions
6	A		7, Vocabulary Questions
7	B		8, Retrieval Questions
8	B		8, Main Idea Questions
9	A		8, Main Idea Questions
10	C		8, Claims Questions
11	D		8, Charts Questions
12	C		8, Conclusions
13	C		8, Conclusions
14	C		16, Nouns
15	C		15, Where Punctuation is Not Needed
16	B		14, How to Connect Independent Clauses

17	C		14 , How to Connect Independent Clauses
18	A		12 , Verb Forms in Complete Sentences
19	D		16 , Verbs
20	A		13 , Extra! Extra! Put Punctuation Around It!
21	C		17 , Transition Questions
22	A		17 , Rhetorical Synthesis Questions
23	D		17 , Rhetorical Synthesis Questions
24	D		17 , Rhetorical Synthesis Questions
25	B		17 , Rhetorical Synthesis Questions
26	D		17 , Rhetorical Synthesis Questions
27	A		17 , Rhetorical Synthesis Questions

Reading and Writing Comprehension—Module 2: Easier			
Q #	Ans.	✓	Chap. # Section
1	A		7, Vocabulary Questions
2	A		7, Vocabulary Questions
3	B		7, Vocabulary Questions
4	B		7, Vocabulary Questions
5	C		7, Vocabulary Questions
6	D		7, Vocabulary Questions
7	D		7, Purpose Questions
8	B		7, Purpose Questions
9	D		7, Dual Texts Questions
10	B		8 , Charts Questions
11	D		8 , Claims Questions

12	B		8, Claims Questions
13	A		8, Charts Questions
14	B		8, Claims Questions
15	A		8, Conclusions
16	D		8, Conclusions
17	B		15, Where Punctuation is Not Needed
18	C		12, Verb Forms in Complete Sentences
19	D		16, Nouns
20	B		12, Verb Forms in Complete Sentences
21	A		15, Dependent Clauses
22	C		16, Pronouns
23	A		16, Verbs
24	D		17, Transition Questions
25	C		17, Transition Questions
26	B		17, Transition Questions
27	C		17, Rhetorical Synthesis Questions

Reading and Writing Comprehension—Module 2: Harder			
Q #	Ans.	✓	Chap. # Section
1	A		7, Vocabulary Questions
2	C		7, Vocabulary Questions
3	D		7, Vocabulary Questions
4	D		7, Vocabulary Questions
5	A		7, Purpose Questions
6	B		7, Purpose Questions

7	B		7, Purpose Questions
8	D		7, Purpose Questions
9	C		7, Dual Texts
10	D		8, Charts Questions
11	D		8, Claims Questions
12	A		8, Charts Questions
13	D		8, Claims Questions
14	C		8, Claims Questions
15	A		8, Conclusions
16	B		8, Conclusions
17	D		16, Verbs
18	A		14, Punctuation with Transitions
19	B		16, Verbs
20	C		14, How to Connect Independent Clauses
21	D		14, How to Connect Independent Clauses
22	A		15, Punctuating Lists
23	B		13, Who or What Are You Talking About?
24	A		17, Transition Questions
25	D		17, Transition Questions
26	B		17, Transition Questions
27	A		17, Rhetorical Synthesis Questions

Math—Module 1			
Q #	Ans.	✓	Chap. # Section
1	C		24, Averages

2	B		21, Solving for Expressions
3	B		24, Averages
4	A		25, Triangles
5	200		21, Digital SAT Algebra: Cracking the System
6	B		21, Solving Systems of Equations
7	D		23, Function Fundamentals
8	A		25, Triangles
9	7 or -7		21, When Values are Absolute
10	5		23, Function Fundamentals
11	-11		21, Simplifying Expressions
12	D		21, Fundamentals of Digital SAT Algebra
13	A		21, Growth and Decay
14	D		22, Plugging In the Answers (PITA)
15	A		20, Exponents and Square Roots
16	C		23, The Coordinate Plane
17	D		21, Solving Systems of Equations
18	C		22, Plugging In Your Own Numbers
19	B		22, Plugging In Your Own Numbers
20	A		21, Writing Your Own Equations
21	-0.4 or $-2/5$		23, The Coordinate Plane
22	A		25, Triangles

Math—Module 2: Easier			
Q #	Ans.	✓	Chap. # Section
1	8400		24, Rates

2	A		21, Solving for Expressions
3	D		24, Percentages
4	61		23, Function Fundamentals
5	50		20, How to Read Charts and Graphs
6	-5		23, The Coordinate Plane
7	B		21, Simplifying Expressions
8	208		25, Rectangles and Squares
9	B		23, The Coordinate Plane
10	D		24, Probability
11	A		23, Function Fundamentals
12	B		25, Lines and Angles
13	C		23, Equations of a Line
14	D		24, Averages, What is a Range?
15	D		22, Meaning In Context
16	D		22, Plugging In the Answers (PITA)
17	C		21, Solving Systems of Equations
18	A		23, The Coordinate Plane
19	A		23, Equations of a Line
20	B		21, Solving Quadratic Equations
21	B		22, Plugging In the Answers (PITA)
22	C		23, Equation of a Circle

Math—Module 2: Harder			
Q #	Ans.	✓	Chap. # Section

1	C	21, Writing Your Own Equations
2	D	23, Equations of a Line
3	B	24, Percentages
4	C	23, Function Fundamentals
5	D	22, Plugging In the Answers (PITA)
6	B	23, The Coordinate Plane
7	A	23, Parallel and Perpendicular Lines
8	C	25, Volume
9	B	25, Lines and Angles
10	$-35/63$, $-5/9$, -0.555 , -0.556 , $-.5555$, or $-.5556$	21, Fundamentals of Digital SAT Algebra
11	837	24, Percentages
12	B	21, Growth and Decay
13	13	24, Averages
14	A	21, Simplifying Expressions
15	108	21, Solving Quadratic Equations
16	D	24, Averages, What is a Range?
17	A	23, Graphing Functions
18	$-50/4$ or -12.5	21, Solving Quadratic Equations
19	1	23, Equation of a Circle

20	B	21, Solving Quadratic Equations
21	A	23, Equations of a Parabola
22	C	22, Plugging In the Answers (PITA)

PRACTICE TEST 1—READING AND WRITING EXPLANATIONS

Module 1

1. C

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes Despommier’s attitude toward his promotion of vertical farming, so look for and highlight clues in the passage about this attitude. The passage mentions *Despommier’s persistence and dedication to the cause*, so a good word to enter into the annotation box would be “determined” or “steadfast.”

- (A), (B), and (D) are wrong because *menacing*, *subdued*, and *misunderstood* are the **Opposite** tone of “determined,” which is positive.
- (C) is correct because *resolute* (firm) matches “determined.”

2. C

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes what action the fishermen take toward traditional fishing methods and modern technology, so look for and highlight clues in the passage where both of these ideas show up. The passage states that the fishermen *use motorized boats and GPS tracking...while still applying age-old knowledge of tides, weather patterns, and fish migratory patterns*, so a good phrase to enter into the annotation box would be “use together” or “use both.”

- (A) and (D) are wrong because *belittle* (put down or criticize) and *replace* are the **Opposite** tone and meaning, respectively, of using

the traditional fishing methods and modern technology “together.”

- (B) is wrong because *contemplate* (think about) doesn’t match “use together.”
- (C) is correct because *integrate* matches “use together.”

3. B

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes the character’s lives, so look for and highlight clues in the passage about their lives. The passage states that each character’s story has *truncated yet rich and unique life experiences and histories*, so a good word to enter into the annotation box would be “active” or “interesting.”

- (A) and (D) are wrong because *meaningless* and *shattered* are the **Opposite** tone of “active,” which is positive.
- (B) is correct because *dynamic* matches “active.”
- (C) is wrong because *benign* (nonthreatening) doesn’t match “active.”

4. C

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes the organisms, or plants, so look for and highlight clues in the passage about the plants. The passage states that the common perception is that plants *simply respond to their environment*, so a good phrase to enter into the annotation box would be “not active” or “idle.”

- (A), (B), and (D) are wrong because *courageous* (brave), *assertive* (confident), and *adaptable* don’t match “not active.”

- (C) is correct because *passive* matches “not active.”

5. B

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes what economists say regarding a commonly held belief, so look for and highlight clues in the passage about this belief. The passage states that *working from home can actually increase productivity and work satisfaction*, which goes against the *commonly held belief that remote work leads to decreased productivity*. Based on this interaction, a good word to enter into the annotation box would be “challenged” or “argued against.”

- (A) and (D) are wrong because *muddled* (confused) and *articulated* (expressed) don’t match “challenged.”
- (B) is correct because *questioned* matches “challenged.”
- (C) is wrong because *usurped* (taken over) is the **Opposite** of what happens in the passage—the economists have not taken over the belief as their own; they have a problem with the belief.

6. A

This is a Vocabulary question, as it asks for what “trying” *most nearly* means in the text. Treat “trying” as if it were a missing or unknown word in the passage. This word describes the effect that the professor’s glasses have on his eyes, so look for and highlight clues in the passage about those glasses. The professor states that *these new glasses don’t suit me*, so a good word to enter into the annotation box would be “tiring” or “bothersome.”

- (A) is correct because *taxing* (exhausting) matches “tiring.”

- (B) and (D) are wrong because *attempting* and *sampling* go **Beyond the Text**—each is a common definition for *trying* that does not mean “tiring.”
- (C) is wrong because *soothing* is the **Opposite** tone of “tiring,” which is negative.

7. **B**

This is a Retrieval question, as it asks for a detail *according to the text*. Look for and highlight information in the passage regarding why neural dust would *help researchers more than other types of probes*. The passage states that *Because the dust is biocompatible, it does not damage brain tissue, and because it is wireless, it can be used to monitor the brain...without the need for bulky external equipment*. The correct answer should be as consistent as possible with these statements.

- (A) and (D) are wrong because neither the size of *other probes* nor *electrical current* is discussed in the passage, only the size of *neural dust*.
- (B) is correct because it’s consistent with the advantages of neural dust stated in the passage.
- (C) is wrong because it’s **Recycled Language**—*monitoring, time, and brain tissue* are misused from different parts of the passage.

8. **B**

This is a Main Idea question, as it asks for the *main idea of the text*. Look for and highlight information that can help understand the main idea. The last sentence of the passage states that *While modernization has impacted the role of the Tohunga...they remain a crucial source of guidance and guardians of cultural heritage*. Since the other

sentences expand upon these roles, the last sentence serves as a main idea. The correct answer should be as consistent as possible with the last sentence.

- (A), (C), and (D) are wrong because they each go **Beyond the Text**—the passage doesn't state how *contemporary society* feels about the Tohunga, what the Tohunga think about *technological advancements*, or that *Tohunga traditions are passed down from to generation*. Each of these is a logical but unsupported assumption.
- (B) is correct because it's consistent with the main idea of the passage—it paraphrases everything that's said in the last sentence of the passage.

9. A

This is a Main Idea question, as it asks for the *main idea of the text*. Look for and highlight information that can help understand the main idea. The last sentence of the passage states that *Alleyne had known every brother well, but this was a face that was new to him*. Since the other sentences expand upon Alleyne's knowledge of the order or the surprise the new face poses, the last sentence serves as a main idea. The correct answer should be as consistent as possible with the last sentence.

- (A) is correct because it's consistent with the main idea of the passage—it paraphrases everything that is said in the last sentence of the passage.
- (B) is wrong because it goes **Beyond the Text**—the passage does not explain if Alleyne became *more* or less *suspicious* of others in the future because of his encounter with the stranger.

- (C) is wrong because it's **Extreme Language**—it's not stated that Alleyne *only* trusts men who wear the order's outfit.
- (D) is wrong because it's **Recycled Language**—*perplexed* and *the order* are misused from different parts of the passage.

10. C

This is a Claims question, as it asks which choice *most effectively illustrates the claim*. Look for and highlight the claim in the passage, which is that *Tan suggests that upon smelling fragrant aromas, she felt an intuitive and sometimes unexpected sense of cultural recognition*. The correct answer should address and be consistent with each aspect of this claim.

- (A), (B), and (D) are wrong because they're each **Half-Right**—while each answer makes some reference to the character's food or culture, none of them discuss any *aromas*, or smells.
- (C) is correct because it's consistent with the claim—it references both *aromas* and the *sense of cultural recognition*.

11. D

This is a Charts question, as it asks for *data from the graph* that will *complete the example*. Read the title, key, and variables from the bar graph. Then, read the passage and highlight the claim or argument that references the information from the graph. The last sentence states that *the percentage of women serving in parliaments was found to be especially prominent*. The correct answer should offer accurate information from the graph evidence in support of this claim.

- (A) and (B) are wrong because they're the **Opposite** of the information presented in the graph—the percentage of women that serve in the lower chambers of Rwanda, Senegal, Namibia, and

Ethiopia are not *relatively equal*, and neither of the two chambers in Ethiopia contain more than 50% women.

- (C) is wrong because it's **Half-Right**—it's consistent with the graph but irrelevant to the claim, as neither chamber in South Africa has a percentage of women at or above 50%, which would be better support of the percentage of women being *prominent*, or notable.
- (D) is correct because it's consistent with the graph and the claim—since women make up the majority of seats in the lower chamber of Rwanda, that would be an instance of the percentage of women in a parliament being *especially prominent*.

12. C

This is a Conclusions question, as it asks for what *most logically completes the text*. Look for and highlight the main focus of the passage, which is that *Mary Shelley's novel Frankenstein was deeply influenced by her marriage to Percy Shelley*. Then, highlight the main point made regarding this focus, which is that *Percy's beliefs may have inspired Mary's exploration...but Frankenstein stands on its own as a work of literary genius*. Therefore, *those who ascribe Percy's influence as the primary motivation for Frankenstein* may be focusing too narrowly only one of the novel's influences. The correct answer should be as consistent as possible with this conclusion.

- (A) is wrong because it's **Extreme Language**—the passage doesn't state that anyone is viewing the Shelley's relationship through *too personal* of a lens.
- (B) is wrong because no *other individuals* are implied by the passage to have influenced Frankenstein.

- (C) is correct because it's consistent with the point made in the second sentence that *Frankenstein stands on its own* despite Percy's influence, which implies there was more to the creation of the novel than just Percy's influence.
- (D) is wrong because it goes **Beyond the Text**—the view *those* from the last sentence would take is only toward *Frankenstein's* creation, not *Percy and Mary Shelley's relationship* as a whole.

13. C

This is a Conclusions question, as it asks for what *most logically completes the text*. Look for and highlight the main focus of the passage, which is that *The purpose of Stonehenge...has long been debated by archaeologists*. Then, highlight the main point made regarding this focus, which is *Stonehenge's design and construction span different time periods, suggesting shifting scientific, religious, ceremonial, and social functions depending on the era*. Therefore, the debate regarding Stonehenge's original purpose has yet to be resolved. The correct answer should be as consistent as possible with this conclusion.

- (A) and (B) are wrong because they each go **Beyond the Text** for being too specific or too broad of a conclusion—it's not stated in the passage whether Stonehenge exists in a *central location* or not, and only Stonehenge is discussed, not *different types of monuments*.
- (C) is correct because it's consistent with what the highlighted sentences say about the purpose of Stonehenge.
- (D) is wrong because it's **Recycled Language**—the passage mentions *religious* and *ceremonial* purposes as well as *astronomy*, but it never compares which of these purposes is more useful.

14. C

In this Rules question, apostrophes with nouns are changing in the answer choices. Determine whether each word possesses anything. The flies possess the movements, but the movements don't possess anything. Eliminate any answer that doesn't match this.

- (A) is wrong because *flies* should have an apostrophe.
- (B) and (D) are wrong because *movements* shouldn't be possessive.
- (C) is correct because *flies* is possessive and *movements* is not.

15. C

In this Rules question, punctuation is changing in the answer choices. The main meaning of the sentence is *Doris Salcedo created her art installations*. The answer choice comes between the subject and the verb, and there is no other punctuation. A single punctuation mark can't separate a subject and a verb, so eliminate answers with punctuation.

- (A), (B), and (D) are wrong because a single punctuation mark can't come between a subject and a verb.
- (C) is correct because no punctuation should be used here.

16. B

In this Rules question, punctuation is changing in the answer choices. Look for independent clauses. The first part of the sentence says *The National Day of Listening...is a day encouraging Americans to record the stories of their loved ones*, which is an independent clause. The second part says *people interested in participating can access resources and recommendations about the interview process through*

the StoryCorps website or app, which is also an independent clause. Eliminate any answer that can't correctly connect two independent clauses.

- (A) is wrong because a comma without a coordinating conjunction (FANBOYS) can't connect two independent clauses.
- (B) is correct because a semicolon can connect two independent clauses.
- (C) is wrong because some type of punctuation is needed in order to connect two independent clauses.
- (D) is wrong because a coordinating conjunction (*and*) without a comma can't link two independent clauses.

17. C

In this Rules question, punctuation is changing in the answer choices. Look for independent clauses. The first part of the sentence says *Frederick Catherwood joined an expedition to Central America, where he saw over forty sites full of ruins*, which is an independent clause. The second part says *by creating detailed drawings and paintings of the ruins, Catherwood helped to reintroduce the Mayan civilization to the Western world*, which is also an independent clause. Eliminate any answer that can't correctly connect two independent clauses.

- (A) is wrong because some type of punctuation is needed in order to connect two independent clauses.
- (B) is wrong because a comma without a coordinating conjunction (FANBOYS) can't connect two independent clauses.

- (C) is correct because the period makes each independent clause its own sentence, which is fine.
- (D) is wrong because a coordinating conjunction (*and*) without a comma can't link two independent clauses.

18. A

In this Rules question, verb forms are changing in the answer choices, so it's testing sentence structure. The subject of the sentence is *analysis*, and there is no main verb, so the answer must provide the main verb. Eliminate any answer that isn't in the correct form to be the main verb.

- (A) is correct because it's in the right form to be the main verb.
- (B) and (C) are wrong because a "to" verb can't be the main verb in a sentence.
- (D) is wrong because an *-ing* verb can't be the main verb in a sentence.

19. D

In this Rules question, verbs are changing in the answer choices, so it's testing consistency with verbs. Find and highlight the subject, *buildings and the living quarters*, which is plural, so a plural verb is needed. Write an annotation saying "plural." Eliminate any answer that is not plural.

- (A), (B), and (C) are wrong because they are singular.
- (D) is correct because it's plural.

20. A

In this Rules question, punctuation is changing in the answer choices. The main meaning of the sentence is *American physicists determined that neutrinos...exist*. The phrase *subatomic particles that have no electric charge, very small mass, and a spin of one-half* is Extra Information. It should therefore be set off with matching punctuation before and after. Eliminate answers that do not have matching punctuation before and after the Extra Information.

- (A) is correct because it uses a long dash before and after the Extra Information.
- (B) is wrong because there is no reason to use a colon after *have*.
- (C) and (D) are wrong because they don't use matching punctuation both before and after the Extra Information.

21. C

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The preceding sentence states that *This case overruled another important case...which mandated the loss of citizenship*, and this sentence gives additional information about the *important case* from the previous sentence. These ideas agree, so a same-direction transition is needed. Make an annotation that says "agree." Eliminate any answer that doesn't match.

- (A) and (B) are wrong because they are opposite-direction transitions.
- (C) is correct because this sentence provides additional information on the implications of the case.
- (D) is wrong because this sentence isn't an example.

22. A

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *present the study and its findings*. Eliminate any answer that doesn't fulfill this purpose.

- (A) is correct because it describes the study and reveals what the scientists determined (the *findings*).
- (B), (C), and (D) are wrong because they don't present the *findings* of the study.

23. D

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *introduce the composition The Creation to an audience already familiar with Franz Joseph Haydn*. Eliminate any answer that doesn't *introduce the composition The Creation* in a way that assumes the audience is *familiar with Franz Joseph Haydn*.

- (A), (B), and (C) are wrong because they don't *introduce the composition*.
- (D) is correct because it introduces *the composition The Creation* and doesn't explain the background of Haydn since the audience is familiar with him.

24. D

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *emphasize a similarity between the two elements*. Eliminate any answer that doesn't fulfill this purpose.

- (A) and (C) are wrong because they don't mention a *similarity*.

- (B) is wrong because it only mentions strontium.
- (D) is correct because the word *Both* helps to show a *similarity*.

25. **B**

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *introduce Maya Deren and her film Meshes of the Afternoon to a new audience*. Eliminate any answer that doesn't fulfill this purpose.

- (A), (C), and (D) are wrong because they don't *introduce Maya Deren*.
- (B) is correct because it explains who Deren was and describes the film.

26. **D**

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *introduce Cléo from 5 to 7 to an audience unfamiliar with the film and its director*. Eliminate any answer that doesn't fulfill this purpose.

- (A) and (C) are wrong because they don't describe the director, and the audience is unfamiliar with her.
- (B) is wrong because it doesn't *introduce* the film, such as by providing information about it.
- (D) is correct because it describes the film and its director.

27. **A**

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *summarize the study*.

Eliminate any answer that doesn't fulfill this purpose.

- (A) is correct because it provides a summary of the study.
- (B) and (C) are wrong because they include only a few details rather than *summarize the study*.
- (D) is wrong because it mentions a specific finding but doesn't *summarize the study*.

Module 2—Easier

1. A

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes what experts think about electric vehicle sales, so look for and highlight clues in the passage about electric vehicle sales. The passage mentions that the market *surged in popularity*, and sales increased *from just a few thousand at the start of the decade to more than two million by the end of the decade*. Since the passage does not give any information that suggests this trend will change, a good word to enter into the annotation box would be “predict” or “assume” that sales will continue to increase.

- (A) is correct because *project* matches “predict.”
- (B) is wrong because *guarantee* is **Extreme Language**—the experts do not say a continued increase will definitely happen.
- (C) and (D) are wrong because *reject* and *deny* are the **Opposite** of “predict.”

2. A

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes a characteristic of mindfulness, so look for and highlight clues in the passage about mindfulness. The passage mentions mindfulness *can improve physical and cognitive function and lead to improvements in overall well-being*, so a good word to enter into the annotation box would be “advantages” or “positives.”

- (A) is correct because *benefits* match “advantages.”
- (B) is wrong because *drawbacks* are the **Opposite** of “advantages.”
- (C) is wrong because *basics* don’t match “advantages.”
- (D) is wrong because *physics* is **Recycled Language**—it misuses *physical* from the passage.

3. B

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes how a discovery affected our understanding of the universe, so look for and highlight clues in the passage about the discovery. The passage mentions that Thorne’s work confirms one of Einstein’s predictions and that it *provided astronomers with a firmer ground*, so a good word to enter into the annotation box would be “improved” or “made clearer.”

- (A) and (D) are wrong because *confused* and *belittled* (put down or insulted) are the **Opposite** tone of “improved,” which is positive.
- (B) is correct because *clarified* matches “improved” or “made clearer.”

- (C) is wrong because *revolutionized* is **Extreme Language**—Thorne’s work confirmed something that was already predicted rather than completely changing how we understand the universe.

4. B

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes the interaction between the Navajo Nation Council and established principles of the constitution, so look for and highlight clues in the passage about the Council’s role. The passage mentions that the Council *is responsible for protecting the civil rights of Navajo citizens*, so a good word to enter into the annotation box would be “protecting” or “upholding.”

- (A) is wrong because *copying* doesn’t match “protecting.”
- (B) is correct because *maintaining* matches “protecting” or “upholding.”
- (C) is wrong because *determining* goes **Beyond the Text**—the passage doesn’t support that the Council creates or establishes the principles of the constitution, just that it protects what’s already there.
- (D) is wrong because *dismissing* is the **Opposite** tone of “protecting,” which is positive.

5. C

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes the interaction between Vescovo and the four new species of gelatinous animals, so look for and highlight clues in the passage about this interaction. The passage mentions that Vescovo’s work was a *finding*,

so a good word to enter into the annotation box would be “found” or “documented.”

- (A) is wrong because *reintroduced* doesn’t match “found.”
- (B) is wrong because *discounted* (disregarded) is the **Opposite** of “found.”
- (C) is correct because *discovered* matches “found.”
- (D) is wrong because exploring something might lead to a finding or discovery but would not be a finding or discovery itself.

6. **D**

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing phrase describes how human emotions might be applied to animals by humans, so look for and highlight clues in the passage about this interaction. The passage mentions that *humans can empathize with a broader diversity of creatures than previously believed*. Since empathy deals with sharing feelings, a good word to enter into the annotation box would be “given to” or “assigned.”

- (A) and (C) are wrong because *conflated with* (combined into) and *united with* don’t match “given to.”
- (B) is wrong because *demanding of* is **Extreme Language**—the passage doesn’t state that humans require or force animals to have human emotions.
- (D) is correct because *attributed to* matches “given to.”

7. **D**

This is a Purpose question, as it asks for the *function of the underlined sentence in the text as a whole*. Read the passage and focus on the sentences before and after the underlined sentence to understand its function. The sentence before states that the female emperor penguin *transfers the egg to the male's care*, and the sentence after continues to explain the male's care of the egg. Therefore, a good function of the underlined sentence to enter into the annotation box would be "explain how male cares for egg."

- (A) and (C) are wrong because they're both **Right Answer, Wrong Question**—these answers describe the information in the last sentence of the passage rather than the underlined sentence.
- (B) is wrong because the *physical feature of male penguins* is only first introduced in the underlined sentence, not *earlier in the text*.
- (D) is correct because it's consistent with the highlighting and annotation.

8. B

This is a Purpose question, as it asks for the *main purpose of the text*. Read the passage and highlight who or what the passage is focusing on. The passage focuses on *Mrs. Hale and Mrs. Peters* as well as their actions after their eyes met in a look of *dawning comprehension*. Therefore, a good main purpose of the passage to enter into the annotation box would be "describe what women did figuring something out."

- (A) and (D) are wrong because they each focus on the quilt or a possession, neither of which is the focus of the passage.
- (B) is correct because it's consistent with the highlighting and annotation.

- (C) is wrong because it goes **Beyond the Text**—the passage does not offer what the women think of the county attorney.

9. **D**

This is a Dual Texts question, which asks how *the author of Text 2* would *respond to the claims of the author of Text 1*. Read Text 1 and highlight the author’s claim, which is that *computer-based programs remove the requirement for certain musical compositional skills*. Then, read Text 2 and highlight what Text 2 says about the same topic. The author of Text 2 states that *Computer-based composers must know both the foundations of music theory and the intricacies of the programs that they use to create their works*. The two authors disagree on their shared topic, so enter “Text 2 disagrees with Text 1” into the annotation box.

- (A) is wrong because it’s the **Opposite** of Text 2’s point—the author of Text 2 states that computer-based composers do indeed need to know *the foundations of music theory*.
- (B) is wrong because neither author discusses *performances* or calls those performances *more important*.
- (C) is wrong because it’s **Extreme Language**—while the author of Text 2 implies that computer-based composition is not easy, it’s never supported that making music with a traditional instrument is *much easier*.
- (D) is correct because it’s consistent with the relationship between the passages.

10. **B**

This is a Charts question, as it asks for *data from the graph* that will *complete the text*. Read the title, key, and variables from the bar graph.

Then, read the passage and highlight the claim or argument that references the information from the graph. The end of the second sentence states that *each of the five major electric car manufacturers posted strong numbers in 2018*. The correct answer should offer accurate information from the graph in support of this claim.

- (A), (C), and (D) are wrong because they're the **Opposite** of the information in the graph—the numbers in these answers are inconsistent with the values for BYD Auto, Tesla, and Volkswagen.
- (B) is correct because it's consistent with the graph.

11. **D**

This is a Claims question, as it asks which choice *most effectively illustrates the claim*. Look for and highlight the claim in the passage, which is that Mr. Gummage is an *art teacher who actively encourages his students to improve upon the fundamentals that he teaches*. The correct answer should address and be consistent with each aspect of this claim.

- (A), (B), and (C) are wrong because they're each **Half-Right**—each of these answers expresses some aspect of Mr. Gummage's art style or teaching style, but none of them show him actively encouraging *his students to improve upon the fundamentals*.
- (D) is correct because it states that Mr. Gummage's model was merely *a guide* and that he *continually told his pupils that they must try to excel it, and he helped them to do so*. All of this is consistent with the highlighted claim.

12. **B**

This is a Claims question, as it asks which choice *most effectively illustrates the claim*. Look for and highlight the claim in the passage,

which is that *Frost describes his prioritization of personal obligations over admiring the beauty of the winter scene*. The correct answer should address and be consistent with each aspect of this claim.

- (A), (C), and (D) are wrong because they're each **Half-Right**—each answer describes an aspect of the winter scene but does not state that the speaker is prioritizing his *personal obligations* over any of the scene's aspects.
- (B) is correct because it's consistent with the claim—it references the beauty of the winter scene, but then clarifies that Frost is focused on the promises he has to keep instead.

13. A

This is a Charts question, as it asks for *data from the table that supports the researchers' claim*. Read the title and variables from the table. Then, read the passage and highlight the claim that references the information from the table. The last sentence states that *the researchers claim that agro-pastoralists living in Area I were able to gather significant quantities of all eight species due to the area's high vegetation cover*. The correct answer should offer accurate information from the table in support of this claim.

- (A) is correct because it's consistent with the table and highlighting—note that the predicted average in the text was 30, and all citations from Area II are above this number.
- (B) is wrong because it's **Half-Right**—it's consistent with the table, but stating that *there were fewer* citations is the **Opposite** of the claim's point regarding the collection of *significant quantities*, which suggests the correct answer should be discussing the numbers as higher or greater than something, not lower or fewer.

- (C) and (D) are wrong because they're the **Opposite** of the information given in the table—*C. pyramidale* had the highest number of citations from Area II, not the *lowest*, and *M. glaziovii* and *M. tenuiflora*'s citations from Area I were much lower than the predicted average of 30, not *significantly higher*.

14. **B**

This is a Claims question, as it asks which choice *most effectively illustrates the claim*. Look for and highlight the claim in the passage, which is that *Machen challenges a comparison regarding literary quality that he believes the reader has made*. The correct answer should address and be consistent with each aspect of this claim.

- (A) and (D) are wrong because they're **Half-Right**—both answers reference a comparison, but neither answer has Machen indicating that he believes the reader has made the comparison. Machen himself makes or addresses the comparisons in these answers without indicating the reader makes them as well.
- (B) is correct because it's consistent with the claim—it both references a comparison and has Machen specifically addressing *you*, the reader, as having made the comparison.
- (C) is wrong because the *cook* and the *farmer* in this answer are not directly compared, nor does Machen state that the reader makes any comparison.

15. **A**

This is a Conclusions question, as it asks for what *most logically completes the text*. Look for and highlight the main focus of the passage, which is the *Inca Empire* and the challenges that they faced *farming*. Then, highlight the main point made regarding this focus,

which is that *they created a system of terraces that allowed them to grow crops...and practiced preserving their crops*. Since the last sentence already references the first part of this evidence, growing crops, the most likely conclusion is that the second half of the last sentence will talk about *preserving* crops. The correct answer should be as consistent as possible with this conclusion.

- (A) is correct because it's consistent with what the highlighted sentences say about growing and preserving crops.
- (B) is wrong because *all* is **Extreme Language**—it's not stated by the passage during which periods the Incas harvested crops.
- (C) is wrong because it goes **Beyond the Text**—while it's logical that consistent food sources prolong life spans, there is no evidence for such a connection in the passage.
- (D) is wrong because it's **Recycled Language**—it misuses *freeze* and the concept of *cold* from the third sentence of the passage.

16. D

This is a Conclusions question, as it asks for what *most logically completes the text*. Look for and highlight the main focus of the passage, which is *the relationship between sleep and memory consolidation*. Then, highlight the main point made regarding this focus, which is that *memory consolidation happens during deep sleep as the brain replays memories and stores them more effectively* and that the *amount and quality of sleep are vital to memory consolidation*. Therefore, the conclusion to the passage should focus on this positive connection between quality and amount of deep sleep and memory consolidation. The correct answer should be as consistent as possible with this conclusion.

- (A) and (B) are wrong because they're each the **Opposite** of the relationship between sleep and memory consolidation stated in the passage—increased sleep should not produce any decreases, or drawbacks.
- (C) is wrong because it's **Half-Right**—while there should be an increase, the passage does not discuss any *connections* between similar memories, just the embedding and storage of memories.
- (D) is correct because it's consistent with what the highlighted sentences say about memory consolidation.

17. B

In this Rules question, punctuation is changing in the answer choices. The punctuation appears after the preposition *with*, but there shouldn't be punctuation after a preposition, so eliminate answers with punctuation.

- (A), (C), and (D) are wrong because a preposition shouldn't be followed by punctuation.
- (B) is correct because no punctuation should be used here.

18. C

In this Rules question, verb forms are changing in the answer choices, so it's testing sentence structure. The subject of the sentence is *researchers*, and there is no main verb, so the answer must provide the main verb. Eliminate any answer that isn't in the correct form to be the main verb.

- (A) is wrong because a "to" verb can't be the main verb in a sentence.

- (B) and (D) are wrong because an *-ing* verb can't be the main verb in a sentence.
- (C) is correct because it's in the right form to be the main verb.

19. **D**

In this Rules question, apostrophes with nouns are changing in the answer choices. Determine whether each word possesses anything. The members possess the experiences, but the experiences don't possess anything. Eliminate any answer that doesn't match this.

- (A), (B), and (C) are wrong because *experiences* shouldn't be possessive.
- (D) is correct because *experiences* isn't possessive, and *members* shouldn't be possessive either because the word *of* already shows possession.

20. **B**

In this Rules question, verb forms are changing in the answer choices, so it's testing sentence structure. The subject of the sentence is *team*, and there is no main verb, so the answer must provide the main verb. Eliminate any answer that isn't in the correct form to be the main verb.

- (A) is wrong because a "to" verb can't be the main verb in a sentence.
- (B) is correct because it's in the right form to be the main verb.
- (C) and (D) are wrong because an *-ing* verb can't be the main verb in a sentence.

21. A

In this Rules question, punctuation is changing in the answer choices. Look for independent clauses. The first part of the sentence says *Some comets, such as Halley's Comet, can be seen more than once in a lifetime*, which is an independent clause. The second part of the sentence says *while others, such as Comet Shoemaker-Levy 9, are visible only once*, which is a dependent clause. Eliminate any option that doesn't correctly connect an independent + a dependent clause.

- (A) is correct because independent + dependent can be connected with a comma.
- (B), (C), and (D) are wrong because independent + dependent cannot be connected with punctuation other than a comma.

22. C

In this Rules question, pronouns are changing in the answer choices, so it's testing consistency with pronouns. Find and highlight the word the pronoun refers back to, *the clock*, which is singular, so a singular pronoun is needed. Write an annotation saying "singular." Eliminate any answer that isn't singular or doesn't clearly refer back to *the clock*.

- (A) and (D) are wrong because they are plural.
- (B) is wrong because the word *it* suggests something other than the *clock* being powered, but it's not clear what that would be.
- (C) is correct because *itself* is singular and is consistent with *the clock*.

23. A

In this Rules question, verbs are changing in the answer choices, so it's testing consistency with verbs. Find and highlight the subject, *May Berenbaum*, which is singular, so a singular verb is needed. All of the answers work with a singular subject, so look for a clue regarding tense. This sentence uses the past tense verb *developed*. Highlight that verb and write an annotation that says "past." Eliminate any answer not in past tense.

- (A) is correct because it's in past tense, and this specific tense correctly suggests that her interest developed during the seminar.
- (B) is wrong because it's in present tense.
- (C) is wrong because it's not in past tense.
- (D) is wrong because it's in future tense.

24. D

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The preceding sentence says *She has portrayed Indian political themes in her work*, and this sentence provides some additional things Gowda *has incorporated*. These ideas agree, so a same-direction transition is needed. Make an annotation that says "agree." Eliminate any answer that doesn't match.

- (A) and (B) are wrong because they are opposite-direction transitions.
- (C) is wrong because *Indeed* would reinforce the previous idea, but this sentence instead includes some additional aspects of Gowda's work.
- (D) is correct because this sentence provides additional information about Gowda's art.

25. C

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The previous sentence states that *speech rhythm...could identify participants with autism reliably across English- and Cantonese-speaking groups*, and this sentence states that *speech intonation...could only reliably identify participants with autism in the English-speaking group*. These ideas disagree, so an opposite-direction transition is needed. Make an annotation that says “disagree.” Eliminate any answer that doesn’t match.

- (A) and (B) are wrong because they are same-direction transitions.
- (C) is correct because *By contrast* is an opposite-direction transition.
- (D) is wrong because while *Still* is an opposite-direction transition, it doesn’t draw a contrast between two things as is needed here.

26. B

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The preceding sentence says *A failed amendment...was proposed in 1916 that would have mandated a public referendum to declare war*, and this sentence states that *another proposal was made in 1935 and again in 1940 to require a public vote to declare war*. These ideas agree, so a same-direction transition is needed. Make an annotation that says “agree.” Eliminate any answer that doesn’t match.

- (A) is wrong because this sentence isn’t making the previous information more specific.
- (B) is correct because this sentence provides a similar proposal from other years.

- (C) is wrong because this sentence isn't an example of something that came before.
- (D) is wrong because this sentence isn't a conclusion based on the previous sentence.

27. C

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *provide an explanation and example of a “golden shovel” poem*. Eliminate any answer that doesn't fulfill this purpose.

- (A), (B), and (D) are wrong because they don't *provide an explanation* of what this type of poem is.
- (C) is correct because it explains what the *poetic form* is and provides an *example*.

Module 2—Harder

1. A

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes how tonal languages interact with words and phrases using pitch changes, so look for and highlight clues in the passage about this interaction. The passage mentions that *native speakers of tonal languages...are more apt to recognize pitch differences*, which suggests that these native speakers might interact often with pitch differences in some way. Based on this context, a good word to enter into the annotation box would be “pronounce” or “say.”

- (A) is correct because *enunciate* matches “pronounce.”

- (B) and (D) are wrong because *suggest* and *camouflage* (disguise) don't match "pronounce."
- (C) is wrong because it goes **Beyond the Text**—while changing the pitch of words most certainly could help *distinguish* (differentiate) one word or phrase from another, the actual goal or function of pitch changing isn't discussed in the passage.

2. C

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing phrase describes an aspect of the influence of dark matter, so look for and highlight clues in the passage about dark matter. The passage mentions that *the importance of the properties of dark matter are widely accepted*, but the presence of the word *though* indicates a contrast. Therefore, the thing that *continues to elude the scientific community* should relate to knowledge about dark matter, so a good word to enter into the annotation box would be "knowledge" or "comprehension."

- (A), (B), and (D) are wrong because *acknowledgment of*, *argument about*, and *allegiance to* (loyalty) don't match "knowledge."
- (C) is correct because *understanding of* matches "knowledge."

3. D

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes what a business must do regarding trust, so look for and highlight clues in the passage about businesses and trust. The passage mentions that *the success of a business venture...is closely related to the concept of credibility*, so a good word to enter into the annotation box would be that business needs to "generate" or "build" trust.

- (A) is wrong because *invalidate* (cancel) is the **Opposite** of what business must do regarding trust.
- (B) and (C) are wrong because *fortify* (strengthen) and *demarcate* (define) don't match "generate." The passage does not support that trust is already present, as these are only *potential* customers, not existing ones.
- (D) is correct because *foster* (grow) matches "build."

4. D

This is a Vocabulary question, as it asks for a logical and precise word or phrase to complete the text. The missing word describes what certain individuals are likely to do regarding long-term objectives, so look for and highlight clues in the passage about these individuals. The passage mentions that these individuals have *high levels of perseverance* and have *the ability to sustain high levels of effort*. Since perseverance and effort are connected with *determining success*, a good word to enter into the annotation box would be "achieve" or "complete."

- (A) is wrong because *neglect* is the **Opposite** of "achieve."
- (B) and (C) are wrong because *analyze* and *recall* (remember) don't match "achieve."
- (D) is correct because *attain* (accomplish) matches "achieve."

5. A

This is a Purpose question, as it asks for the *function of the underlined sentence in the text as a whole*. Read the passage and focus on the sentences before and after the underlined sentence to understand its function. The sentence before describes the contents of *the big*

traveling chest, and the sentence after references the father’s explanation as to why the chest contains what it does. Therefore, a good function of the underlined sentence to enter into the annotation box would be “explain what children ask about chest.”

- (A) is correct because it’s consistent with the highlighting and annotation.
- (B) and (C) are wrong because they go **Beyond the Text**—each answer makes an assumption about relationship between the children and their mother that isn’t supported by the underlined sentence, in which the mother only tells the children to be quiet so the father can explain.
- (D) is wrong because it’s the **Opposite** of what happens in the passage—the mother does not encourage the children to be *inquisitive*, or ask questions; she tells them to be quiet.

6. B

This is a Purpose question, as it asks for the *main purpose of the text*. Read the passage and highlight who or what the passage is focusing on. The passage focuses on *Elizabeth’s feelings toward Mr. Darcy*, which are that *It was an union that must have been to the advantage of both*. Therefore, a good main purpose of the passage to enter into the annotation box would be “explain that they benefit from each other.”

- (A) and (C) are wrong because they go **Beyond the Text**—while it’s likely that Elizabeth has *determination* and *desires* toward romance, the passage is about one specific relationship rather than a general pursuit and does not state what Elizabeth’s desires actually are.

- (B) is correct because it's consistent with the highlighting and annotation.
- (D) is wrong because it's **Half-Right**—nothing in the passage supports that Elizabeth finds her current relationship *confusing*.

7. B

This is a Purpose question, as it asks for the *overall structure of the text*. Read the passage and highlight the connections between ideas in the passage. The first sentence describes the work of *Novelist Wright Morris* and how he *complemented his written works with photographs*. The next three sentences offer a specific example in the novel *The Home Place* and its *perspective on the themes of family, memory, and rural America*. Therefore, a good overall structure of the passage to enter into the annotation box would be “introduce Morris’s work and give an example.”

- (A) is wrong because it's **Half-Right**—the first half of the answer is accurate, but the passage does not discuss Morris’s specific *convictions*, or beliefs, only the themes present in his photographs.
- (B) is correct because it's consistent with the highlighting and annotation.
- (C) is wrong because while the passage does discuss Morris’s storytelling, it never discusses any *other storytellers*.
- (D) is wrong because it's **Extreme Language**—Morris’s style is never described as *unique*, nor is a *counterexample* offered, just an example.

8. D

This is a Purpose question, as it asks for the *function of the underlined sentence in the text as a whole*. Read the passage and focus on the sentences before and after the underlined sentence to understand its function. The sentence before states that *emotions are based on the way the brain interprets sensory inputs*, and the sentence after states that individuals who reported their emotions accurately (according to previous data) *had lower levels of depression and anxiety*. Since the sentence before describes a theory and the sentence after describes the results of an experiment meant to test that theory, a good function of the underlined sentence to enter into the annotation box would be “explain setup of experiment.”

- (A) and (C) are wrong because the highlighted sentence does not offer an *obstacle* or a *concrete example* related to the study.
- (B) is wrong because it’s a **Right Answer, Wrong Question trap**—this answer describes the information in the last sentence of the passage rather than the underlined sentence.
- (D) is correct because it’s consistent with the highlighting and annotation.

9. C

This is a Dual Texts question, which asks for what *the author of Text 2 would say about Text 1’s characterization of the psychologists’ response regarding determinism*. Read Text 1 and highlight the author’s characterization of the psychologists’ response, which is that it’s a *somewhat comforting response to this hypothetical loss of free will*. Then, read Text 2 and highlight what Text 2 says about the same topic. The author of Text 2 states that *the human brain is too complex to accept that it cannot alter that track*. The two authors disagree on a human’s willingness to accept or be comfortable with determinism, so enter “Text 2 disagrees with Text 1” into the annotation box.

- (A) is wrong because it's the **Opposite** of Text 1's characterization of the response—Text 1 considers the response *somewhat comforting*, not *overly critical*.
- (B) is wrong because it's the **Opposite** of the relationship between the passages—the two authors disagree, and the author of Text 2 believes the human brain would not accept determinism rather than considering it *logical*.
- (C) is correct because it's consistent with the relationship between the passages—the author of Text 2 does not believe that the human brain will find the concept of determinism comforting at all, or even accept it.
- (D) is wrong because it's **Recycled Language**—it's the theory of determinism that was *readily accepted* by many according to the author of Text 2, not *Horgan's comments*.

10. D

This is a Charts question, as it asks for *data from the table* that will *complete the example*. Read the title and variables from the table. Then, read the passage and highlight the claim or argument that references the information from the table. The end of the second sentence states that *poor record keeping from this era makes it likely that the numbers...should not be considered comprehensive*. In other words, the authors in the table may have produced more work than the numbers listed. The correct answer should offer accurate information from the graph in support of this claim.

- (A) and (B) are wrong because they're **Half-Right**—they're consistent with the table but the **Opposite** of the claim, which states that the real totals may be greater than they appear.

- (C) is wrong because it's the **Opposite** of what's shown in the table—the claim only indicates that the number of contributions may be wrong, not that any of the authors worked *after* the years listed in the figure.
- (D) is correct because it's consistent with the claim, which states that the authors may have contributed more works than what is shown in the table.

11. D

This is a Claims question, as it asks which finding *would most directly support Johnson, Davis, and Smith's conclusion*. Look for and highlight the conclusion in the passage, which is that *regular exercise can have a positive impact on cognitive abilities in older adults*. The correct answer should be as consistent as possible with this conclusion.

- (A) is wrong because it goes **Beyond the Text**—while this may be true, the passage's conclusion is only in regard to exercise, not environmental factors such as *sunshine and fresh air* that may result from exercising outdoors.
- (B) is wrong because the conclusion is not about which group it is *easier* to get data for, but about the positive impact of exercise on cognitive abilities.
- (C) is wrong because it's the **Opposite** of the conclusion—if both active and sedentary populations have the same cognitive performance after 12 months, this would weaken the claim that exercise has a *positive impact on cognitive abilities*.
- (D) is correct because it's consistent with the highlighted conclusion—slowing and reversing the effects of aging among

active elderly populations would be a *positive impact on cognitive abilities*.

12. A

This is a Charts question, as it asks for *data from the graph that support the Insurance Information Institute’s conclusion*. Read the title, key, and variables from the table. Then, read the passage and highlight the conclusion that references the information from the table. The last sentence states that *the percentage by which different factors caused claims largely fluctuated over the period studied*. The correct answer should offer accurate information from the table in support of this claim.

- (A) is correct because it’s consistent with the graph and conclusion—it shows a variable that has *fluctuated* for all three years.
- (B) and (D) are wrong because they’re the **Opposite** of the graph or conclusion—the percentage of claims caused by fire and lightning damage did not *remain unchanged* during the period, and (D) points out a consistent trend (that wind and hail was always highest), while the conclusion refers to a fluctuation.
- (C) is wrong because it’s not relevant to the conclusion—focusing on a single year (2019) cannot illustrate a fluctuation, which requires at least two different years to be compared.

13. D

This is a Claims question, as it asks which choice *would most directly weaken the biologists’ claim*. Look for and highlight the claim in the passage, which is that *humans may also have the ability to regenerate limbs naturally*. Note that the reason biologists believe humans could do so is that humans have *FoxA* as well as the *supplemental genes that*

interact with FoxA to cause regeneration to occur. The correct answer should be as inconsistent as possible with the claim or the evidence, while still staying on the topic of the passage.

- (A) is wrong because it's not relevant to the claim—the focus of the claim is not on which group of organisms a process is *more effective* for, but if humans have the necessary genes for regeneration.
- (B) and (C) are wrong because they're the **Opposite** of what the question asks—each would strengthen, not weaken, the claim by displaying similarities in the genetic makeup of animals and humans to that of insects.
- (D) is correct because it would weaken the claim by suggesting that humans have *only a few of the supplemental genes necessary* for regeneration, not all of them.

14. C

This is a Claims question, as it asks which choice *would most directly support the museum expert's claim*. Look for and highlight the claim in the passage, which is that *MacGregor sought to address the issue... by presenting the objects as pieces of a larger story, so that people from diverse ethnicities might find the exhibit more accessible*. The correct answer should be as consistent as possible with this claim.

- (A) is wrong because it's **Recycled Language**—the word “diverse” is meant to apply to *ethnicities* rather than *spiritual and religious beliefs*, and the passage does not connect ethnicity to spiritual or religious beliefs, even if such connections may exist in the real world.

- (B) is wrong because it's not relevant to the claim—there is no connection made in the passage between the works of Shakespeare and *diverse ethnicities*.
- (C) is correct because it's consistent with each aspect of the highlighted claim.
- (D) is wrong because it goes **Beyond the Text** with too specific of a focus—the answer only focuses on Australia and therefore does not address *diverse ethnicities*.

15. A

This is a Conclusions question, as it asks for what *most logically completes the text*. Look for and highlight the main focus of the passage, which is the *impact of leadership positions on everyday behavior*. Then, highlight the main point made regarding this focus, which is that *it is often hard to anticipate who will rise to leadership positions*. Therefore, the conclusion of the passage should discuss how it's difficult to investigate the impact of leadership positions. The correct answer should be as consistent as possible with this conclusion.

- (A) is correct because it's consistent with what the highlighted sentences say about the challenges researchers will face.
- (B) is wrong because it's the **Opposite** of the challenges the passage indicates that researchers will face—the issue will be finding data on those who may become leaders, not data on those who *currently hold leadership positions*.
- (C) is wrong because it's **Extreme Language**—the passage never states that *only* those who recently left leadership positions can be studied.

- (D) is wrong because it goes **Beyond the Text**—while studies always want large control groups, the focus in the passage is on the challenges researchers face, not a general principle of conducting studies.

16. B

This is a Conclusions question, as it asks for what *most logically completes the text*. Look for and highlight the main focus of the passage, which is that the *Popol Vuh* is *one of the most significant surviving sources of ancient Mayan culture*. Then, highlight the main point made regarding this focus, which is that while *Popol Vuh* reflects *pre-colonial Mayan beliefs*, some of its passages include *Catholic and European influence*. Therefore, the conclusion to the passage should address these differing aspects of the *Popol Vuh*. The correct answer should be as consistent as possible with this conclusion.

- (A) is wrong because it's the **Opposite** of what's stated in the passage—the *Popol Vuh* contains many of the early Mayan beliefs, so its text should not be considered *distinct* from the original Mayan belief.
- (B) is correct because it's consistent with what the highlighted sentences say about the *Popol Vuh*.
- (C) is wrong because it's **Recycled Language**—*European* is misused from the second half of the passage.
- (D) is wrong because it's **Extreme Language**—it's not stated whether the Mayan beliefs were *unique* to the civilization or shared by other civilizations.

17. D

In this Rules question, verbs are changing in the answer choices, so it's testing consistency with verbs. Find and highlight the subject, *Style Wars*, which is singular, as it is *a documentary*, so a singular verb is needed. Write an annotation saying "singular." Eliminate any answer that is not singular.

- (A), (B), and (C) are wrong because they are plural.
- (D) is correct because it's singular.

18. A

In this Rules question, punctuation with a transition is changing in the answer choices. Look for independent clauses. The first part of the sentence says *Unlike all other waterfowl, the black-headed duck does not build a nest*. There is an option to add *instead* to this independent clause, but it's not contrasting with the previous idea as nothing came before. Eliminate options with *instead* in the first part.

- (A) is correct because it puts *instead* with the second independent clause and puts a semicolon between the independent clauses.
- (B) is wrong because it puts *instead* with the first independent clause.
- (C) and (D) are wrong because the sentence contains two independent clauses, which cannot be connected with commas alone.

19. B

In this Rules question, verbs are changing in the answer choices, so it's testing consistency with verbs. Find and highlight the subject, *Stephanie Kwolek*, which is singular, so a singular verb is needed. All of the answers work with a singular subject, so look for a clue

regarding tense. The same sentence uses past tense verbs: *found* and *aligned*. Highlight those verbs and write an annotation that says “past.” Eliminate any answer not in past tense.

- (A) is wrong because it’s in future tense.
- (B) is correct because it’s in past tense and correctly suggests that Kwolek found the polymer while in the process of doing the research.
- (C) is wrong because it’s not in past tense.
- (D) is wrong because it’s in present tense.

20. C

In this Rules question, punctuation is changing in the answer choices. Look for independent clauses. The first part of the sentence says *Herpetologist Teresa Camacho Badani led an expedition...to collect specimens of an endangered species of amphibian*, which is an independent clause. The second part says *previously known only from a single individual...the Sehuencas water frog...is now being bred in captivity in an effort to restore the population*, which is also an independent clause. Eliminate any answer that can’t correctly connect two independent clauses.

- (A) is wrong because some type of punctuation is needed in order to connect two independent clauses.
- (B) is wrong because a coordinating conjunction (*but*) without a comma can’t connect two independent clauses.
- (C) is correct because the period makes each independent clause its own sentence, which is fine.

- (D) is wrong because a comma without a coordinating conjunction (FANBOYS) can't connect two independent clauses.

21. D

In this Rules question, punctuation is changing in the answer choices. Look for independent clauses. The first part of the sentence states that *a helicopter landed...after completing a pioneering 24-mile flight*, which is an independent clause. The second part says *powered by a rechargeable battery and carrying a 50-pound weight...the fully electric helicopter was copiloted by Martine Rothblatt and Ric Webb*, which is also an independent clause. Eliminate any answer that can't correctly connect two independent clauses.

- (A) is wrong because a comma without a coordinating conjunction (FANBOYS) can't connect two independent clauses.
- (B) is wrong because a coordinating conjunction (*and*) without a comma can't connect two independent clauses.
- (C) is wrong because some type of punctuation is needed in order to connect two independent clauses.
- (D) is correct because the period makes each independent clause its own sentence, which is fine.

22. A

In this Rules question, commas and semicolons are changing in the answer choices. The sentence already contains a semicolon near the end, and the part after this semicolon is not an independent clause, which suggests that the sentence contains a list separated by semicolons. Check the verb at the beginning of each item to see where the semicolons should be placed. The list consists of 1) *take close-up pictures of Uranus and Neptune, the previously unexplored outer*

planets, 2) *find the furthest extent of the Solar System*, and 3) *collect data about the interstellar space beyond the Solar System*. Eliminate any answer that doesn't put semicolons between the list items.

- (A) is correct because it has a semicolon after the first item.
- (B) and (C) are wrong because they don't have a semicolon after the first item, which ends with *planets*.
- (D) is wrong because it puts the semicolon after *Neptune*, separating it from *the previously unexplored outer planets*, a description that refers to *Uranus and Neptune*.

23. **B**

In this Rules question, punctuation is changing in the answer choices. The punctuation appears near the word *journalist* and the person's name. The word *journalist* is a title for Maximiliáno Durón, so no punctuation should be used. Eliminate answers that use punctuation.

- (A) is wrong because a comma shouldn't be used between the subject *Maximiliáno Durón* and its verb *calls*.
- (B) is correct because titles before names have no punctuation.
- (C) and (D) are wrong because a comma isn't used after a title.

24. **A**

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The first sentence states that *local legend credits Marie Harel with the invention of Camembert cheese*, though *she likely learned the technique from a priest*, and this sentence states that *Harel will likely continue to receive recognition for the cheese*. These ideas disagree, so an opposite-direction

transition is needed. Make an annotation that says “disagree.” Eliminate any answer that doesn’t match.

- (A) is correct because *Nevertheless* is an opposite-direction transition and correctly implies that despite the fact that Harel may not have completely invented the cheese, she will still be recognized for it.
- (B), (C), and (D) are wrong because they are same-direction transitions.

25. **D**

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The preceding sentence states that *researchers have found evidence* for the asteroid theory, and this sentence explains that the *shocked quartz* and *tektites* in the areas provide evidence. These ideas agree, so a same-direction transition is needed. Make an annotation that says “agree.” Eliminate any answer that doesn’t match.

- (A) is wrong because the evidence isn’t a result of a hypothesis; a hypothesis is based on evidence.
- (B) is wrong because it’s an opposite-direction transition.
- (C) is wrong because this sentence isn’t a restatement of the preceding sentence.
- (D) is correct because this sentence specifies what kind of *evidence* has been found.

26. **B**

This is a transition question, so follow the basic approach. Highlight ideas that relate to each other. The preceding sentence describes a new fingerprinting technique, and this sentence states that it can provide *more reliable evidence for court cases*. These ideas agree, so a same-direction transition is needed. Make an annotation that says “agree.” Eliminate any answer that doesn’t match.

- (A) and (D) are wrong because they are opposite-direction transitions.
- (B) is correct because this sentence draws a conclusion from the evidence in the previous sentences.
- (C) is wrong because this sentence does not describe a separate thing that is similar to something that was previously described.

27. A

This is a Rhetorical Synthesis question, so follow the basic approach. Highlight the goal(s) stated in the question: *make and support a generalization about sports-related concussions*. Eliminate any answer that doesn’t fulfill this purpose.

- (A) is correct because *short- and long-term consequences* is a generalization (a broader look at something), and the information after the colon supports this generalization.
- (B) is wrong because it makes a *generalization* but doesn’t *support* it.
- (C) and (D) are wrong because they give specific details instead of a *generalization*.

PRACTICE TEST 1—MATH EXPLANATIONS

Module 1

1. C

The question asks for a comparison of the means, or averages, of two data sets. One approach is to ballpark. Both data sets contain the numbers 3, 8, 8, 11, and 24. Data set S contains an additional, smaller number, so its mean will be less, which makes (C) correct. To solve mathematically, use the average formula $T = AN$, in which T is the *Total*, A is the *Average*, and N is the *Number of things*. There are 6 values in data set S, so $N = 6$. Find the *Total* by adding the 6 integers to get $T = 2 + 3 + 8 + 8 + 11 + 24 = 56$. The average formula becomes $56 = (A)6$. Divide both sides of the equation by 6 to get $9.\overline{3} = A$, which means that the mean of data set S is $9.\overline{3}$. Repeat the same steps to find the mean of data set T. There are 5 values in data set T, so $N = 5$. Find the *Total* by adding the 5 integers to get $T = 3 + 8 + 8 + 11 + 24 = 54$. The average formula becomes $54 = (A)(5)$. Divide both sides of the equation by 5 to get $10.8 = A$, which means that the mean of data set T is 10.8. Since $9.\overline{3}$ is less than 10.8, the mean of data set S is less than the mean of data set T. Using either method, the correct answer is (C).

2. B

The question asks for the value of an expression. Plug in 8 for x in the expression $30 - x$ to get $30 - 8$. Simplify the expression to get $30 - 8 = 22$. The correct answer is (B).

3. B

The question asks for a value given a specific situation. Since the question includes the word *average*, use the formula $T = AN$, where T is the *Total*, A is the *Average*, and N is the *Number of things*. To find the number of liters of water that drained from the tank, subtract the

remaining liters of water from the initial liters of water to get $7,854 - 1,192 = 6,662$ liters of water. Since the question states that 1,192 liters of water remained after the *valve remained open for 44 seconds*, the *Number of things* is 44. The average formula becomes $6,662 = (A)(44)$. Divide both sides of the equation by 44 to get $151.4 \approx A$. The correct answer is (B).

4. **A**

The question asks for the value of the measure of an angle on a geometric figure. Use the Geometry Basic Approach. Start by redrawing the figures on the scratch paper. The question states that the triangles are similar and that *B* corresponds to *E*, and the figure shows that both *A* and *D* are right angles, so *C* must correspond to *F*. Since angle *E* has a measure of 52° , angle *B* also has a measure of 52° . Label this information on the figures. All triangles contain 180° , so the third angle in each triangle has a measure of $180^\circ - 90^\circ - 52^\circ = 38^\circ$. Label angles *C* and *F* as 38° . The question asks for the measure of angle *C*, which is 38° . The correct answer is (A).

5. **200**

The question asks for a value given a specific situation. Translate the information in bite-sized pieces. One piece of information states that *b* is the number of bats sold and *g* is the number of gloves sold, and another piece states that the *company made \$26,000 from the sale of equally-priced bats and equally-priced gloves*. Since the sum of $500b$ and $300g$ equals the total money made from selling the two types of softball equipment, 500 and 300 must be the cost per bat and the cost per glove, respectively. To find how much less the price of a glove is than the price of a bat, subtract 300 from 500: $500 - 300 = 200$. Each glove costs \$200 less than each bat. The correct answer is 200.

6. **B**

The question asks for the value of an expression given a system of equations. When a Digital SAT question asks for the value of an expression, there is usually a straightforward way to solve for the expression without needing to completely isolate either variable. Try stacking and adding the two equations.

$$\begin{array}{r} 8x - y = -17 \\ + (-7x \quad = \quad 14) \\ \hline x - y = -3 \end{array}$$

The question asks for the value of $x - y$, so stop here. The correct answer is (B).

7. **D**

The question asks for a value based on a function. The question states that d represents the number of days after starting a fundraising campaign and $f(d)$ represents the amount of money in the account d days after starting the campaign. Plug in $d = 0$ to determine how many dollars were in the account before the campaign started. The function becomes $f(0) = 750(0) + 12,000$, then $f(0) = 0 + 12,000$, and finally $f(0) = 12,000$. There was \$12,000 in the account before the fundraising campaign started. The correct answer is (D).

8. **A**

The question asks for a value given a relationship between two geometric figures. Use the Geometry Basic Approach. Start by drawing two equilateral triangles of different sizes, then label the figure with the given information. The question states that *one side of triangle S is 9 inches long*, so label this on the figure. The perimeter of

a geometric shape is the sum of the lengths of its sides, and all three sides in an equilateral triangle are equal, so the perimeter of triangle S is $9 + 9 + 9 = 27$ inches. The question states that *equilateral triangle T has a perimeter that is one-third the perimeter of equilateral triangle S*, so the perimeter of triangle T is $\frac{1}{3}(27) = 9$ inches. Triangle T has three equal sides, so one side of triangle T is $\frac{9}{3} = 3$ inches long. The correct answer is (A).

9. **7 or -7**

The question asks for a possible value of an expression given an equation with an absolute value. With an absolute value, the value inside the absolute value bars can be either positive or negative, so this equation has two possible solutions. To find the solutions, either set $7x + 14$ equal to 49 or set $7x + 14$ equal to -49 . The question asks for the value of $x + 2$, which is equivalent to dividing $7x + 14$ by 7. When $7x + 14 = 49$, divide both sides of the equation by 7 to get $x + 2 = 7$. When $7x + 14 = -49$, divide both sides of the equation by 7 to get $x + 2 = -7$. Either 7 or -7 is a possible value of $x + 2$. The correct answer is 7 or -7 .

10. **5**

The question asks for the value of a constant in a function that represents values given in a table. In function notation, the number inside the parentheses is the x -value that goes into the function, or the input, and the value that comes out of the function is the y -value, or the output. The table includes five input values and five output values, all of which must work in the equation $g(x) = kx + 34$. Pick any pair of values from the table and plug them into the given equation to solve

for k . Plug in $x = -6$ and $g(x) = 4$ to keep the numbers small. The equation of function g becomes $4 = k(-6) + 34$, or $4 = -6k + 34$. Add $6k$ to both sides of the equation to get $6k + 4 = 34$, and then subtract 4 from both sides of the equation to get $6k = 30$. Divide both sides of the equation by 6 to get $k = 5$. The correct answer is 5.

11. **-11**

The question asks for a constant in an equivalent expression. The question asks for the value of c , which is multiplied by x^4 , so focus on the terms with x^4 . Rewrite the first expression with only those terms to get $-3x^4 + (-8x^4)$, which becomes $-11x^4$. Set this equal to the term with x^4 in the second expression to get $-11x^4 = cx^4$, then divide both sides of this equation by x^4 to get $-11 = c$. The correct answer is -11.

12. **D**

The question asks for an equation in terms of a specific variable. The question asks about the relationship among variables and there are variables in the answer choices, so one option is to plug in. However, that might get messy with three variables. All of the answer choices have m by itself, so the other option is to solve for m . To isolate m , first cross-multiply to get $(n)(2) = (22m)(3s)$, or $2n = 66ms$. Divide both sides of the resulting equation by $66s$ to get $\frac{2n}{66s} = m$. The correct answer is (D).

13. **A**

The question asks for an equation that represents a specific situation. The number of ants is decreasing by a multiple over time, so this question is about exponential decay. Write down the growth and decay formula. When the change is a multiple instead of a percentage, the formula is $\text{final amount} = (\text{original amount})(\text{multiplier})^{\text{number of changes}}$. In this case, the *original amount* is 96,000. The question states that the number of ants decreases *by one-half every 4 days*, so the *multiplier* is $\frac{1}{2}$. The question asks for the number of ants *20 days after the infection started*, so the *number of changes* is $\frac{20}{4} = 5$. The formula becomes $\text{final amount} = 96,000 \left(\frac{1}{2}\right)^5$, or $\text{final amount} = 96,000 \left(\frac{1}{32}\right)$, and finally $\text{final amount} = 3,000$. The correct answer is (A).

14. **D**

The question asks for the y -value of a point that satisfies a system of inequalities. The answers contain specific values, so plug in the answers. Rewrite the answer choices on the scratch paper and label them as “ y .” Start with one of the middle numbers and try (C), 3. The question provides an x -value of 39, which is possible based on the first inequality, so plug $x = 39$ and $y = 3$ into the second inequality. The second inequality becomes $39 - 7(3) < 16$, then $39 - 21 < 16$, and finally $18 < 16$. This is not true, so eliminate (C). The value on the left side of the inequality was close to being less than 16, so try (D), 4, next. Plug $x = 39$ and $y = 4$ into the second inequality to get $39 - 7(4) < 16$, which becomes $39 - 28 < 16$, and then $11 < 16$. This is true, so stop here. The correct answer is (D).

15. A

The question asks for an equivalent form of an expression. Although there are variables in the answer choices, plugging in on this question would be difficult given all the exponents. Instead, use bite-sized pieces and Process of Elimination to tackle this question. Start by rewriting the expression with fractional exponents. In a fractional exponent, the numerator is the power and the denominator is the root. Taking the 9th root of a value raised to the 5th power can be written using the fractional exponent $\frac{5}{9}$. The expression becomes $s^{\frac{5}{9}}t^{\frac{5}{9}}$, which can also be written as $(st)^{\frac{5}{9}}$. The correct answer is (A).

16. C

The question asks for the interpretation of a feature of a graph. Start by reading the final question, which asks for the best interpretation of the y-intercept. The y-intercept is the y-value when $x = 0$. The question states that the graph represents the value *of the item x months after it was purchased*, so $x = 0$ means the value at the time it was purchased. Eliminate (B) because it is about a range of months instead of the initial value, and eliminate (D) because it is about the value of the item six months after it was purchased instead of at the time it was purchased. Compare the remaining answer choices. The difference between (A) and (C) is whether the value is \$2 or \$200. Check the units of the y-axis. The question states that y is the value of the item *in hundreds of dollars*, so 2 on the y-axis means the initial value was \$200. The correct answer is (C).

17. D

The question asks for a system of equations with exactly one real solution. A system of linear equations in two variables has exactly one solution when the y -terms are the same and the x -terms are different or vice versa. Eliminate (A) because it contains two equations of horizontal lines, which are parallel and have no solutions. Eliminate (B) and (C) because the y -terms and the x -terms are the same. Keep (D) because the y -terms are the same and the x -terms are different. Another approach is to enter all four pairs of equations into the built-in calculator and see which pair intersects once. The graphs of the equations in (D) intersect once, so that system of equations has exactly one real solution. Using either method, the correct answer is (D).

18. C

The question asks for an equation in terms of specific variables. The question asks about the relationship between variables and there are variables in the answer choices, so plug in. The question states that n represents the number of the term of the sequence and that the first term of the sequence is 56. Thus, when $n = 1$, $s = 56$. Plug these values into the answer choices and eliminate any that are not true.

Choice (A) becomes $56 = \frac{1}{2} (56)^{1-1}$, or $56 = \frac{1}{2} (56)^0$. Any number raised to the power of zero is 1, so this becomes $56 = \frac{1}{2} (1)$, or $56 = \frac{1}{2}$. This is not true, so eliminate (A). Choice (B) becomes $56 = \frac{1}{2} (56)^1$, or $56 = 28$; eliminate (B). Choice (C) becomes $56 = 56 \left(\frac{1}{2} \right)^{1-1}$, or $56 =$

$56\left(\frac{1}{2}\right)^0$. This becomes $56 = 56(1)$, or $56 = 56$. This is true, so keep (C), but check (D) just in case. Choice (D) becomes $56 = 56\left(\frac{1}{2}\right)^1$, or $56 = 28$; eliminate (D). The correct answer is (C).

19. **B**

The question asks for the value of a constant that represents a decrease. The question is about the relationship between values, so plug in. Plug in 100 for the number of movies available in 2022 because 100 works well with percentages. *Percent* means out of 100, so translate 9% as $\frac{9}{100}$. Because the number of movies available decreased by 9% from the starting number of 100, take 9% of 100 and subtract it from 100. The result is $100 - \frac{9}{100}(100) = 100 - 9 = 91$. Thus, the streaming service has 91 movies available in 2023. This is the target value; circle it. Because the number of movies decreased from 100 to 91, (B) is a likely answer. To test it, plug in 0.91 for m . The question states that *the number of movies available in 2023 is m times the number of movies available in 2022*, so multiply the number of movies available in 2022, 100, by 0.91 to get $(100)(0.91) = 91$. This matches the target value for the number of movies available in 2023, so stop here. The correct answer is (B).

20. **A**

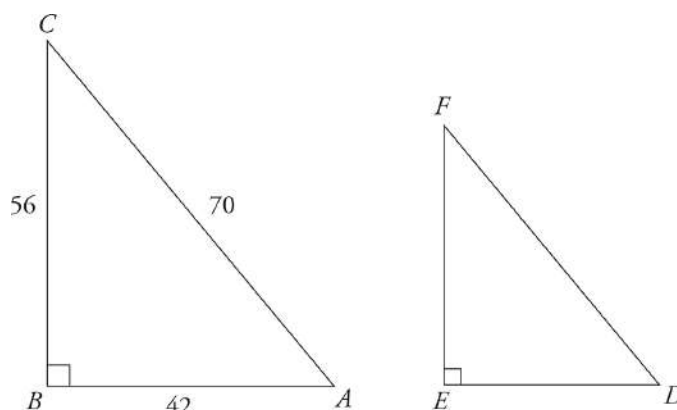
The question asks for an inequality that represents a given situation. Translate the information in bite-sized pieces and eliminate after each piece. Translate *the maximum value of q* as q is less than or equal to, or $q \leq$. Eliminate (C) and (D) because the inequality sign is the wrong direction. Translate *7 times the value of r* as $7r$. Eliminate (B) because it does not include this term. Choice (A) also correctly translates *14 more than* as $+ 14$. The correct answer is (A).

21. **-0.4 or $-2/5$**

The question asks for the x -coordinate of the x -intercept of a graph that is a translation of another graph. When a graph is translated, or transformed, up or down, the y -value changes. Start by isolating y . Subtract $5x$ from both sides of the equation to get $3y = -5x - 8$. Divide both sides of the equation by 3 to get $y = -\frac{5}{3}x - \frac{8}{3}$. To translate this graph up 2 units, add 2 to the y -value. The equation of the new graph is $y = -\frac{5}{3}x - \frac{8}{3} + 2$. At this point, the best option is to enter this equation into the built-in calculator, then scroll and zoom as needed to see a gray dot at the x -intercept. Click on the dot to see that the coordinates of the point are $(-0.4, 0)$. The question asks for the x -coordinate of the x -intercept, which is -0.4 . It is also possible to solve algebraically by making $y = 0$ in the equation of the new graph and solving for x . This might lead to the decimal form -0.4 or to the fractional form $-\frac{2}{5}$, both of which will be accepted as correct. The correct answer is -0.4 or $-2/5$.

22. A

The question asks for the value of a trigonometric function. Use the Geometry Basic Approach. Start by drawing two right triangles that are similar to each other, meaning they have the same proportions but are different sizes. Be certain to match up the corresponding angles that are given in the question, and put the longest side opposite the right angle. The drawing should look something like this:



The question asks for the value of $\cos D$. Trig functions are proportional, and angle A corresponds to angle D , so $\cos A = \cos D$.

Use SOHCAHTOA to remember the trig functions, and find $\cos A$.

The CAH part of the acronym defines cosine as $\frac{\text{adjacent}}{\text{hypotenuse}}$. The side adjacent to angle A is 42, and the hypotenuse is 70, so $\cos A = \frac{42}{70}$.

Since $\cos D = \cos A$, $\cos D$ is also $\frac{42}{70}$. The numerator and

denominator are both multiples of 14, so reduce the fraction to get $\cos D = \frac{3}{5}$. The correct answer is (A).

Module 2—Easier

1. 8400

The question asks for a value given a rate. Begin by reading the question to find information about the rate. The question states that the factory *makes 1,200 vehicles in 1 day*, but asks for the number of vehicles in 1 week. There are 7 days in 1 week, so set up a proportion, being sure to match up the units. The proportion is $\frac{1,200 \text{ vehicles}}{1 \text{ day}} = \frac{x \text{ vehicles}}{7 \text{ days}}$. Cross-multiply to get $(1)(x) = (1,200)(7)$, which becomes $x = 8,400$. Leave out the comma when entering the answer in the fill-in box. The correct answer is 8400.

2. **A**

The question asks for the value of an expression based on an equation. There isn't a straightforward way to get from $10a$ to $9a$, so start by isolating a . Divide both sides of the equation by 10 to get $a = 3$. Next, substitute 3 for a in the expression $9a$ to get $9(3) = 27$. The correct answer is (A).

3. **D**

The question asks for a value based on a percentage. Translate the English to math in bite-sized pieces. The question states that Talula *baked 340 cookies and gave 20% of them to her neighbors*. Percent means out of 100, so translate 20% as $\frac{20}{100}$. Translate *of* as times. Thus, 20% of 340 becomes $\frac{20}{100}(340) = 68$ cookies that Talula gave to her neighbors. The correct answer is (D).

4. **61**

The question asks for the value of a function. In function notation, the number inside the parentheses is the x -value that goes into the function, or the input, and the value that comes out of the function is the y -value, or the output. The question provides an input value, so plug $x = 6$ into the function to get $h(6) = 11(6) - 5$. Simplify to get $h(6) = 66 - 5$, and then $h(6) = 61$. The correct answer is 61.

5. **50**

The question asks for a value based on a graph. First, check the units on each axis of the bar graph. *Days* are on the x -axis, and *number of dogs* is on the y -axis. The question asks about day 7, so find 7 on the x -axis. Look at the top of the bar for day 7, and then look left to the y -axis, using the mouse pointer or the edge of the scratch paper as a ruler. The top of the bar for day 7 is at 50. Thus, 50 dogs visited the dog park on day 7. The correct answer is 50.

6. **-5**

The question asks for a value based on a graph. Specifically, the question asks for the value of x at the x -intercept on the graph of a parabola. This is the point at which $y = 0$ and the graph intersects the x -axis. Look on the graph for the point on the parabola at which the y -coordinate equals 0 and the graph touches the x -axis. This point is $(-5, 0)$, so the x -value is -5 . The correct answer is -5 .

7. **B**

The question asks for an equivalent form of an expression. There are variables in the answer choices, so plugging in is an option. However, that might get messy with two variables and exponents, so the other option is to factor. Both 14 and 7 are divisible by 7, and both terms

have a , so factor $7a$ out of both terms. Divide $14a$ by $7a$ to get 2, and divide $7ab^2$ by $7a$ to get b^2 . The expression becomes $7a(2 + b^2)$. The correct answer is (B).

8. **208**

The question asks for a measurement of a geometric figure. Use the Geometry Basic Approach. Start by drawing a rectangle on the scratch paper, then label the figure with the given information. Label one pair of opposite sides as 80 and the other pair of opposite sides as 24. The perimeter of a geometric shape is the sum of the lengths of the sides. Add all four side lengths to get $80 + 24 + 80 + 24 = 208$. The correct answer is 208.

9. **B**

The question asks for the value of a constant in the coordinates of a point on a line. The constant n represents the y -value when $x = 3$.

First, see if any answers can be eliminated by ballparking. Find 3 on the x -axis, and then move up from there to the line, using the mouse pointer or scratch paper as a ruler. Move left from there to the y -axis to see that the y -value is between 3 and 4. Check all four answer choices on a calculator: they are all between 3 and 4, so nothing can be eliminated. Instead, use the two points shown on the graph to find the slope of the line. The points are $(0, 5)$ and $(12, 0)$. Use those two points to calculate the slope of the line using the formula $slope = \frac{y_2 - y_1}{x_2 - x_1}$. The formula becomes $slope = \frac{5 - 0}{0 - 12}$, or $slope = -\frac{5}{12}$. Use

the slope formula again, this time with one of the known points and the point that includes n . Use the points $(3, n)$ and $(12, 0)$, and the formula becomes $slope = \frac{n - 0}{3 - 12}$, or $slope = -\frac{n}{9}$. Set this equal to the slope from the first two points to get $-\frac{n}{9} = -\frac{5}{12}$. Cross-multiply to get $(-9)(-5) = (n)(12)$, or $45 = 12n$. Divide both sides of the equation by 12 to get $\frac{45}{12} = n$. Both numbers in the fraction are multiples of 3, so reduce the fraction to get $\frac{15}{4} = n$. The correct answer is (B).

10. **D**

The question asks for a probability based on a situation. Probability is defined as $\frac{\text{number of outcomes that give you what you want}}{\text{total number of possible outcomes}}$. Read carefully to find the numbers that make up the probability. The question states that there are *18 cards*, so that is the total number of possible outcomes. Each card has a different number, so out of the 18 cards, 1 of them has a 6 written on it. Thus, there are $18 - 1 = 17$ cards that do not have a 6 written on them, and the number of outcomes that give you what you want is 17. Therefore, the probability that a single card does not have a 6 written on it is $\frac{17}{18}$. The correct answer is (D).

11. **A**

The question asks for the value of a function. In function notation, the number inside the parentheses is the x -value that goes into the

function, or the input, and the value that comes out of the function is the y -value, or the output. The question provides an input value, so plug $x = 3$ into the function to get $g(3) = -2(3)^2$. Simplify to get $g(3) = -2(9)$, and then $g(3) = -18$. The correct answer is (A).

12. **B**

The question asks for the value of an angle on a figure. Use the Geometry Basic Approach. Redraw the figure on the scratch paper, and add the labels. When a line intersects two parallel lines, two kinds of angles are created: big and small. All the small angles are equal to each other, all the big angles are equal to each other, and any small angle plus any big angle $= 180^\circ$. The angle marked d° is a small angle, and the angle marked 148° is a big angle. Thus, $d + 148 = 180$. Subtract 148 from both sides of the equation to get $d = 32$. The correct answer is (B).

13. **C**

The question asks for an equation that represents a graph. One approach is to enter the equation from each answer choice into the built-in graphing calculator and see which graph looks most like the line of best fit of the scatterplot. Another approach is to compare features of the graph to the answer choices. The equations in the answer choices are all close to the form $y = mx + b$, in which m is the slope and b is the y -intercept, except the mx and b terms are reversed. The y -intercept is the y -coordinate of the point where $x = 0$, which is between 12 and 14 on this graph. Eliminate (A) and (B) because they have negative y -intercepts. Compare the remaining answer choices. The difference between (C) and (D) is the sign of the slope. The line of best fit descends from left to right, so it has a negative slope. Eliminate (D) because it has a positive slope. Using either method, the correct answer is (C).

14. **D**

The question asks which answer correctly compares the data represented by a dot plot to the data from a related data set. Range is easy to calculate, if necessary, so start there. Subtracting 8 from each value will not change the range because the greatest value and the least value will both decrease by 8, which means the difference between them will be the same in data set S as it is in data set R. Eliminate (A) and (B) because they say that the ranges are different, not equal. Mean is a measure of center, and the center will change when the values change. Subtracting 8 from every value will make the mean less, so the mean of data set S is less than the mean of data set R. Eliminate (C) because it says that the two means are equal. The correct answer is (D).

15. **D**

The question asks for the interpretation of a number in context. Start by reading the final question, which asks for the meaning of the number 25. Then label the parts of the equation with the information given. The question states that c represents cooperative missions and s represents solo missions. The number 25 is multiplied by s , so it must have something to do with solo missions. Eliminate (A) and (B) because they are about cooperative missions, not solo missions. Since s already represents the number of solo missions, 25 cannot represent the same thing; eliminate (C), so (D) must be correct. The question also states that 1,000 is the total points scored, so it makes sense that the two coefficients on the left side of the equation represent numbers of points per mission. Because 25 is multiplied by s , it represents the number of points per solo mission. The correct answer is (D).

16. **D**

The question asks for the value of a function. In function notation, the number inside the parentheses is the x -value that goes into the function, or the input, and the value that comes out of the function is the y -value, or the output. The question provides an output value of 5, and the answers have numbers that could represent the x -value, so plug in the answers. Start with one of the middle numbers and try (B), 25. Plug 25 into the function for x to get $g(25) = \frac{\sqrt{25}}{2}$, which becomes $g(25) = \frac{5}{2}$, and then $g(25) = 2.5$. This does not match the output value given in the question, so eliminate (B). The result was too small, so also eliminate (A). Another perfect square is likely to result in an integer output, so try (D), 100, next. Plug 100 into the function for x to get $g(100) = \frac{\sqrt{100}}{2}$, which becomes $g(100) = \frac{10}{2}$, and then $g(100) = 5$. This matches the output value given in the question, so stop here. The correct answer is (D).

17. C

The question asks for the value of a variable in a system of equations. The second equation gives the value of x , so plug in -7 for x in the first equation to get $y = (-7)^2 - 7$. Simplify the right side of the equation—keeping in mind that a negative number squared becomes positive—to get $y = 49 - 7$, and then $y = 42$. The correct answer is (C).

18. A

The question asks for the value of a function. In function notation, $y = f(x)$. The number inside the parentheses is the x -value that goes into the function, or the input, and the value that comes out of the function is the y -value, or the output. The question asks for the value of $f(0)$, which means $x = 0$ and the question is asking for the y -intercept. Find $x = 0$ on the graph and move straight down to see that the graph crosses the y -axis at $(0, -5)$. When $x = 0$, $y = -5$. The correct answer is (A).

19. **A**

The question asks for the equation of a line. All of the answer choices are linear equations in slope-intercept form, $y = mx + b$, where m is the slope and b is the y -intercept. The question states that the graph *has a slope of $\frac{1}{6}$* . Therefore, $m = \frac{1}{6}$. Eliminate (C) and (D) because they have the wrong slope. The question also states that the line *passes through the point $(12, -7)$* , so plug $x = 12$ and $y = -7$ into the remaining two answer choices. Choice (A) becomes $-7 = \frac{12}{6} - 9$, then $-7 = 2 - 9$, and finally $-7 = -7$. This is true, so keep (A), but check (B) just in case. Choice (B) becomes $-7 = \frac{12}{6} - 7$, then $-7 = 2 - 7$, and finally $-7 = -5$. This is not true; eliminate (B). The correct answer is (A).

20. **B**

The question asks for the number of solutions to a quadratic equation. One method is to use the built-in graphing calculator. Enter the equation without the “ $= 0$ ” part to see a parabola, and then scroll and zoom to see how many times, if any, the parabola intersects the x -axis. There are two points of intersection, at $(-0.5, 0)$ and $(2.5, 0)$, so there are exactly two real solutions, and the answer is (B). To determine the number of solutions algebraically, use the discriminant. The

discriminant is the part of the quadratic formula under the square root sign and is written as $D = b^2 - 4ac$. When the discriminant is positive, the quadratic has exactly two real solutions; when the discriminant is 0, the quadratic has exactly one real solution; and when the discriminant is negative, the quadratic has no real solutions. The quadratic is given in standard form, $ax^2 + bx + c = 0$, so $a = 4$, $b = -8$, and $c = -5$. The discriminant is $D = (-8)^2 - 4(4)(-5)$, which becomes $D = 64 + 80$, and then $D = 144$. This is positive, so there are exactly two real solutions. Using either method, the correct answer is (B).

21. **B**

The question asks for a value given a specific situation. Since the question asks for a specific value and the answers contain numbers in increasing order, plug in the answers. Rewrite the answer choices on the scratch paper and label them as “# of blue tokens.” Next, start with a number in the middle and try (B), 16. The question states that the *jar contains a total of 37 red and blue tokens*. If there are 16 blue tokens, there are $37 - 16 = 21$ red tokens. The question also states that *the mass of one red token is 90 grams*, so 21 red tokens have a mass of $(21)(90) = 1,890$ grams. The question also states that *the mass of one blue token is 120 grams*, so 16 blue tokens have a mass of $(16)(120) = 1,920$ grams. Add the total grams of the red and blue tokens to get $1,890 + 1,920 = 3,810$ grams. This matches the combined mass given in the question, so stop here. The correct answer is (B).

22. **C**

The question asks for the equation of a circle that has been shifted in the xy -plane. The equation of a circle in standard form is $(x - h)^2 + (y - k)^2 = r^2$, where (h, k) is the center and r is the radius. Shifting a circle to the right 7 units does not change the radius, and all the equations in the answer choices are equal to 64, so focus on the center.

Moving a circle left or right does not change the y -value. Eliminate (A) and (B) because the $(y - k)^2$ portion of the equation is different. To move a circle left or right, change the x -value. In circle R, $(x - h) = (x + 3)$, so $-h = 3$ and $h = -3$. Since the x -value of the center of circle R is -3 , the x -coordinate of the center of circle S, which is shifted to the right 7 units, is $-3 + 7 = 4$. Thus, the value of h in circle S is 4. The term $(x - 4)^2$ must appear in the correct answer, so eliminate (D). To check, enter the equation of circle R and the equation in (C) for circle S into the built-in graphing calculator, and confirm that circle S is 7 units to the right of circle R. The correct answer is (C).

Module 2—Harder

1. C

The question asks for an equation that represents a specific situation. Translate the information in bite-sized pieces and eliminate after each piece. One piece of information says that *apples are sold in bags of 4 apples per bag, and bananas are sold in bunches of 6 bananas each*. Since the number of bags of apples is represented by a and the number of bunches of bananas is represented by b , the correct equation must include the terms $4a$ and $6b$. Eliminate (B) and (D) because they do not contain these terms. When (A) is expanded, it includes those two terms but also includes $6a$ and $4b$, which do not match the information in the question; eliminate (A). The correct answer is (C).

2. D

The question asks for an equation that represents a graph. One approach is to enter the equation from each answer choice into the built-in graphing calculator and see which graph looks most like the line of best fit of the scatterplot. Another approach is to compare features of the graph to the answer choices. The equations in the

answer choices are all close to the form $y = mx + b$, in which m is the slope and b is the y -intercept, except the mx and b terms are reversed. The y -intercept is the y -coordinate of the point where $x = 0$, which is between 1 and 2 on this graph. Eliminate (A) and (B) because they have negative y -intercepts. Compare the remaining answer choices. The difference between (C) and (D) is the sign of the slope. The line of best fit goes up from left to right, so it has a positive slope. Eliminate (C) because it has a negative slope. Using either method, the correct answer is (D).

3. **B**

The question asks for a value based on survey data. Since 45% of the respondents do not plan to compete in the upcoming race, apply that percentage to all 120 members of the cycling club. *Percent* means out of 100, so translate 45% as $\frac{45}{100}$. Taking the percent of a number translates to multiplication, so 45% of 120 becomes $\frac{45}{100}(120)$. Use scratch paper or a calculator to do the math to get that 54 members of the cycling club do not plan to compete in the upcoming race. The correct answer is (B).

4. **C**

The question asks for the function that represents values given in a table. In function notation, the number inside the parentheses is the x -value that goes into the function, or the input, and the value that comes out of the function is the y -value, or the output. The table includes four pairs of input and output values, and the correct equation must work for every pair of values. Plug in values from the table and

eliminate functions that don't work. Because 0 and 1 are likely to make more than one answer work, try the first row of the table and plug $x = -1$ and $f(x) = -11$ into the answer choices. Choice (A) becomes $-11 = -(-1)^2 - 4(-1) - 5$. Simplify to get $-11 = -1 + 4 - 5$, and then $-11 = -2$. This is not true, so eliminate (A). Choice (B) becomes $-11 = -5(-1)^2 + 3(-1) - 5$. Simplify to get $-11 = -5 - 3 - 5$, and then $-11 = -13$; eliminate (B). Choice (C) becomes $-11 = -4(-1)^2 + 2(-1) - 5$. Simplify to get $-11 = -4 - 2 - 5$, and then $-11 = -11$. This is true, so keep (C), but check (D) just in case. Choice (D) becomes $-11 = -2(-1)^2 + 4(-1) - 5$. Simplify to get $-11 = -2 - 4 - 5$, and then $-11 = -11$. This is also true, so try another pair of values.

Try the last row of the table and plug $x = 2$ and $f(x) = -17$ into the remaining answer choices. Choice (C) becomes $-17 = -4(2)^2 + 2(2) - 5$. Simplify to get $-17 = -4(4) + 4 - 5$, then $-17 = -16 + 4 - 5$, and finally $-17 = -17$. Keep (C) and check (D). Choice (D) becomes $-17 = -2(2)^2 + 4(2) - 5$. Simplify to get $-17 = -2(4) + 8 - 5$, then $-17 = -8 + 8 - 5$, and finally $-17 = -5$; eliminate (D). The correct answer is (C).

5. D

The question asks for a value given a function. In function notation, the number inside the parentheses is the x -value that goes into the function, or the input, and the value that comes out of the function is the y -value, or the output. The question provides an output value of 20, and the answers have numbers that could represent the x -value, so plug in the answers. Rewrite the answers on the scratch paper and label them as “c.” Start with one of the middle numbers and try (B), 20. Plug 20 into the function for x to get $f(20) = \frac{20 - 12}{8}$, which

becomes $f(20) = \frac{8}{8}$, and then $f(20) = 1$. This does not match the output value of 20 given in the question, so eliminate (B). The result was too small, so also eliminate (A), and try (C), 148, next. Plug 148 into the function for x to get $f(148) = \frac{148 - 12}{8}$, which becomes $f(148) = \frac{136}{8}$, and then $f(148) = 17$. Eliminate (C). Only (D) remains, so it must be correct. The output value for (C) was closer to 20 but still too small, so it makes sense that a larger number is needed. The correct answer is (D).

6. **B**

The question asks for the value of a constant in the coordinates of a point on a line. The constant n represents the y -value when $x = 3$. First, see if any answers can be eliminated by ballparking. Find 3 on the x -axis, and then move up from there to the line, using the mouse pointer or scratch paper as a ruler. Move left from there to the y -axis to see that the y -value is between 3 and 4. Check all four answer choices on a calculator: they are all between 3 and 4, so nothing can be eliminated. Instead, use the two points shown on the graph to find the slope of the line. The points are (0, 5) and (12, 0). Use those two points to calculate the slope of the line using the formula $slope = \frac{y_2 - y_1}{x_2 - x_1}$. The formula becomes $slope = \frac{5 - 0}{0 - 12}$, or $slope = -\frac{5}{12}$. Use

the slope formula again, this time with one of the known points and the point that includes n . Use the points $(3, n)$ and $(12, 0)$, and the formula becomes $\text{slope} = \frac{n - 0}{3 - 12}$, or $\text{slope} = -\frac{n}{9}$. Set this equal to the slope from the first two points to get $-\frac{n}{9} = -\frac{5}{12}$. Cross-multiply to get $(-9)(-5) = (n)(12)$, or $45 = 12n$. Divide both sides of the equation by 12 to get $\frac{45}{12} = n$. Both numbers in the fraction are multiples of 3, so reduce the fraction to get $\frac{15}{4} = n$. The correct answer is (B).

7. A

The question asks for the slope of a line. The question states that line m is perpendicular to line l , which means they have equal slopes. The question gives the equation of line l , so find the slope of that line.

First, convert the equation of line l into slope-intercept form, $y = mx + b$, in which m is the slope and b is the y -intercept. Subtract 7 from both sides of the equation to get $4y = -16x - 7$. Divide both sides of the equation by 4 to get $y = -4x - \frac{7}{4}$. The slope of line l is thus -4 . It is also possible to convert the equation of line l into standard form by adding $16x$ to both sides of the equation and subtracting 7 from both sides of the equation to get $16x + 4y = -7$. In standard form, $Ax + By = C$, the slope is $-\frac{A}{B}$. In this case, $A = 16$ and $B = 4$, so the slope of line l is $-\frac{16}{4} = -4$. Using either form of a linear equation, the slope of line l

is -4 . Since line m is parallel and has the same slope, the slope of line m is also -4 . The correct answer is (A).

8. C

The question asks for the density of a rectangular solid. Use the Geometry Basic Approach. Start by drawing a rectangular solid on the scratch paper as best as possible, and then label the length, width, and height as 1.1, 0.8, and 0.8, respectively. Other information about the concrete block is given, so use the units to determine what to do next. The question asks for the density in kilograms per cubic meter, and the question gives the mass in kilograms, so look for a way to find a value in cubic meters. Since the side lengths are in meters, the volume will be in cubic meters. Write down the formula for the volume of a rectangular solid or prism, either from memory or after looking it up on the reference sheet. The formula is $V = lwh$. Plug in the side lengths given in the question to get $V = (1.1)(0.8)(0.8)$, or $V = 0.704$ cubic meters. The mass in kilograms divided by the volume in cubic meters equals the density in kilograms per cubic meter. This happens to be the formula for density, which can be written as $D = \frac{m}{V}$. Plug in the known values to get $D = \frac{1,690}{0.704}$. Divide the fraction on the right

side of the equation to get $D \approx 2,400.57$. The nearest whole number is 2,401. The correct answer is (C).

9. **B**

The question asks for the value of an angle on a figure. Use the Geometry Basic Approach. Redraw the figure on the scratch paper, and add the labels. When a line intersects two parallel lines, two kinds of angles are created: big and small. All the small angles are equal to each other, all the big angles are equal to each other, and any small angle plus any big angle = 180° . Angle q is a small angle, and angle r is a big angle, so they add up to 180. Since $q = 10c - 11$ and $r = 15c + 41$, add those expressions together and set them equal to 180. The equation becomes $(10c - 11) + (15c + 41) = 180$. Combine like terms on the left side of the equation to get $25c + 30 = 180$. Subtract 30 from both sides of the equation to get $25c = 150$. Divide both sides of the equation by 25 to get $c = 6$. Be careful: the question asks for the value of p , which is a small angle. Plug $c = 6$ into the equation for the other small angle, q , to get $q = 10(6) - 11$, which becomes $q = 60 - 11$, and then $q = 49$. Because p and q are both small angles, p is also 49. The correct answer is (B).

10. **$-35/63$, $-5/9$, -0.555 -0.556 , $-.5555$, or $-.5556$**

The question asks for a value given an equation. A linear equation has infinitely many solutions when the x -terms are the same and the constants are the same. The question asks for the value of q , which is not part of an x -term, so focus on the constants and ignore the x -terms. Distribute on the left side of the equation to get $-7q = \frac{35}{9}$. Divide both

sides of this equation by -7 to get $q = \frac{35}{(9)(-7)}$, or $q = -\frac{35}{63}$. When the answer is negative, there is space in the fill-in box for six characters, including the negative sign. This fraction fits, so there is no need to reduce it, although the reduced form will also be accepted as correct. Decimal forms, such as -0.555 or $-.5556$, will also be accepted. The correct answer is $-\frac{35}{63}$ and equivalent forms.

11. 837

The question asks for a new value after two changes to an initial value. Start by finding the number of unique visitors after the initial 25% decrease. Translate 25% as $\frac{25}{100}$ and multiply by the previous average of 620 unique visitors each day to get $\frac{25}{100}(620) = 155$. The number of unique visitors decreased by 25%, so the new number is $620 - 155 = 465$ unique visitors each day. Next, find 180% of this new number. Translate 180% as $\frac{180}{100}$ and multiply it by 465 to get $\frac{180}{100}(465) = 837$ unique visitors each day during the promotion. The correct answer is 837.

12. B

The question asks for the value of a percent decrease given a function that represents a specific situation. The value of the function is

decreasing by a certain percent, so this question is about exponential decay. Write down the growth and decay formula: *final amount* = (*original amount*)($1 \pm \text{rate}$)^{*number of changes*}. The *number of changes* is given in terms of hours, but the question asks about the increase every 75 minutes. There are 60 minutes in 1 hour, so set up a proportion: $\frac{60 \text{ minutes}}{1 \text{ hour}} = \frac{75 \text{ minutes}}{h \text{ hours}}$. Cross-multiply to get $(1)(75) = (60)(h)$, or $75 = 60h$. Divide both sides of the equation by 60 to get $\frac{75}{60} = h$. Reduce the fraction to get $\frac{5}{4} = h$. Now, plug in $\frac{5}{4}$ for h in the function to get $M(h) = 302(0.87)^{\left(\frac{4}{5}\right)\left(\frac{5}{4}\right)}$, which becomes $M(h) = 302(0.87)^1$. The amount of the isotope is decreasing once, so $0.87 = 1 - \text{rate}$. Add *rate* to both sides of the equation to get $\text{rate} + 0.87 = 1$, and then subtract 0.87 from both sides of the equation to get $\text{rate} = 0.13$. The question asks for $d\%$, which is the rate as a percentage, so multiply 0.13 by 100 to get 13%. The correct answer is (B).

13. 13

The question asks for the mean, or average, of a data set. For averages, use the formula $T = AN$, in which T is the *Total*, A is the *Average*, and N is the *Number of things*. First, apply this formula to group X, in which there are 40 packages with a mean, or average, mass of 24 kg. In group X, $N = 40$ and $A = 24$. The average formula becomes $T = (40)(24)$, or $T = 960$ kg. Now do the same for group Y, in which there are 110 packages with a mean, or average, mass of 9 kg. In group Y, $N = 110$ and $A = 9$. The average formula becomes $T =$

(110)(9), or $T = 990$ kg. Now calculate the average of all 150 packages. The number of packages combined is given as 150, and the total of the masses of all of the packages is $960 + 990 = 1,950$ kg. Therefore, $N = 150$ and $T = 1,950$. The average formula becomes $1,950 = (A)(150)$. Divide both sides of the equation by 150 to get $13 = A$. The correct answer is 13.

14. **A**

The question asks for an expression that must be an integer. The question provides a quadratic in both standard form, which is $ax^2 + bx + c$, and factored form, which is $a(x - m)(x - n)$. Use FOIL to expand the factored form quadratic into standard form: $(px - q)(x - r) = px^2 - prx - qx + qr$. Combine the middle terms to get $px^2 - (pr + q)x + qr$. Now set this equal to the standard form expression, $11x^2 - kx + 63$, and match up terms. It might make things clearer to write the two expressions above each other:

$$11x^2 - kx + 63$$

$$px^2 - (pr + q)x + qr$$

Therefore, $p = 11$, $(pr + q) = k$, and $qr = 63$. Examine the answer choices to see if any answers can be eliminated quickly. Eliminate (B) because $p = 11$ and $\frac{63}{11}$ is not an integer. Since $qr = 63$, $q = \frac{63}{r}$. The question states that q is an integer, so any value that is equivalent to q will also be an integer. Thus, $\frac{63}{r}$ must be an integer. The correct answer is (A).

15. **108**

The question asks for the least possible value that is greater than a constant in a quadratic equation. To determine when a quadratic equation has exactly two real solutions, use the discriminant. The discriminant is the part of the quadratic formula under the square root sign and is written as $D = b^2 - 4ac$. When the discriminant is positive, the quadratic has exactly two real solutions; when the discriminant is 0, the quadratic has exactly one real solution; and when the discriminant is negative, the quadratic has no real solutions. Thus, the discriminant of this quadratic must equal a positive number. Since the quadratic is in standard form, which is $ax^2 + bx + c = 0$, $a = 3$, $b = -36$, and $c = k$. Plug these into the discriminant formula to get $D = (-36)^2 - 4(3)(k)$, or $D = 1,296 - 12k$. The discriminant must be greater than 0, so $1,296 - 12k > 0$. Add $12k$ to both sides of this inequality to get $1,296 > 12k$, then divide both sides of the inequality by 12 to get $108 > k$, or $k < 108$. If $k < 108$ and $k < m$, the value of m can be greater than or equal to 108, or $m \geq 108$. The correct answer is 108.

16. **D**

The question asks which answer correctly compares the data represented by a dot plot to the data from a related data set. Range is easy to calculate, if necessary, so start there. Subtracting 8 from each value will not change the range because the greatest value and the least value will both decrease by 8, which means the difference between them will be the same in data set S as it is in data set R. Eliminate (A) and (B) because they say that the ranges are different, not equal. Mean is a measure of center, and the center will change when the values change. Subtracting 8 from every value will make the mean less, so the mean of data set S is less than the mean of data set R. Eliminate (C) because it says that the two means are equal. The correct answer is (D).

17. **A**

The question asks for the equation that defines a function. The question asks about function h , which is transformed, or translated, from the graph of function g . When a graph is transformed, subtracting inside the parentheses shifts the graph to the right. Since $h(x) = g(x - 3)$, the graph of function h is shifted 3 units to the right of the graph of function g . The graph of function g contains a point at $(6, -3)$, so the graph of function h must include a point 3 units to the right at $(9, -3)$. In function notation, $h(x) = y$, so $x = 9$ and $h(x) = -3$. Plug these values into the answer choices and eliminate any answer that doesn't work. Choice (A) becomes $-3 = \frac{-9}{9-6}$, then $-3 = \frac{-9}{3}$, and finally $-3 = -3$. This is true, so keep (A), but check the remaining answers just in case. Choice (B) becomes $-3 = \frac{-9}{9-3}$, then $-3 = \frac{-9}{6}$, and finally $-3 = -\frac{3}{2}$. This is not true, so eliminate (B). Choice (C) becomes $-3 = \frac{-9}{9}$, or $-3 = -1$; eliminate (C). Choice (D) becomes $-3 = \frac{-9(9-3)}{9-3}$, then $-3 = \frac{-9(6)}{6}$, and finally $-3 = -9$; eliminate (D). The correct answer is (A).

18. $-\frac{50}{4}$ or -12.5

The question asks for the value of a constant in a system of equations. The equations are both equal to y , so set them equal to each other. The new equation becomes $x^2 - 6x - c = 3.5$. Put the quadratic in standard form, which is $ax^2 + bx + c = 0$, by setting one side equal to 0.

Subtract 3.5 from both sides of the equation to get $x^2 - 6x - c - 3.5 = 0$. The question states that *the system has exactly one real solution*, so use the discriminant. The discriminant is the part of the quadratic formula under the square root sign, and it can be written as $D = b^2 - 4ac$. When the discriminant is positive, the quadratic has exactly two real solutions; when the discriminant is 0, the quadratic has exactly one real solution; and when the discriminant is negative, the quadratic has no real solutions. In this case, the quadratic has exactly one real solution, so the discriminant must equal 0.

In this equation, the constant c is part of the c term in the discriminant, so be careful not to confuse the constant c in the original equation with the c in the discriminant. With the equation in standard form, $a = 1$, $b = -6$, and $c = -c - 3.5$. Plug these values into the discriminant formula and set it equal to 0 to get $(-6)^2 - 4(1)(-c - 3.5) = 0$. Simplify the left side of the equation to get $36 + 4c + 14 = 0$, and then $50 + 4c = 0$. Subtract 50 from both sides of the equation to get $4c = -50$, and then divide both sides of the equation by 4 to get $c = -\frac{50}{4}$. This fraction fits in the fill-in box, so there is no need to reduce it, although the reduced form, $-\frac{25}{2}$, will also be accepted as correct. The decimal form, -12.5 , will also be accepted. The correct answer is $-\frac{50}{4}$ and equivalent forms.

The question asks for the radius of a circle given the equation of the graph in the xy -plane. The equation of a circle in standard form is $(x - h)^2 + (y - k)^2 = r^2$, where (h, k) is the center and r is the radius.

However, the equation of this circle is not in standard form, so look for another way to find the radius. One method is to complete the square for both terms in order to put the equation in standard form. A much simpler approach is to enter the equation into the built-in graphing calculator. Zoom in to see that there are several gray dots on the graph, which can be seen if they disappear by clicking on the equation or on the circle itself. Four of the gray dots are where the circle intercepts the x - and y -axes. Click on the other two dots, which are at the top and bottom of the circle and form the diameter. The points are $(0.25, -0.75)$ and $(0.25, 1.25)$. They have the same x -coordinate, so the distance between the two points, or the diameter, is the difference between the y -coordinates: $1.25 - (-0.75) = 2$. Be careful: the diameter of the circle is 2, but the question asks for the radius. The radius of a circle is half of the diameter, so the radius is 1. The correct answer is 1.

20. B

The question asks for the value of a constant that is part of the product of the solutions to a quadratic equation. It takes a lot of algebra to answer this question, but a shortcut is to recall that, when a quadratic is in standard form, $ax^2 + bx + c$, the product of the solutions is $\frac{c}{a}$. In the given quadratic, $a = 18$ and $c = -mn$, so the product of the solutions is $\frac{-mn}{18}$. The question states that the product of the solutions is kmn , so set the two ways to represent the product of the solutions equal to each other to get $\frac{-mn}{18} = kmn$. Multiply both sides of the

equation by 18 to get $-mn = 18kmn$, then divide both sides of the equation by mn to get $-1 = 18k$. Finally, divide both sides of the equation by 18 to get $-\frac{1}{18} = k$. The correct answer is (B).

21. A

The question asks for the value of an expression with three constants in a quadratic equation. The question states that the vertex of the parabola is at $(-1, 4)$, and that the parabola does not intersect the x -axis. Since the y -coordinate of the vertex is positive and the parabola does not intersect the x -axis, the parabola must open upwards. The vertex of a parabola is expressed as (h, k) . Use this information to rewrite the parabola in vertex form, which is $y = a(x - h)^2 + k$. Plug in the values for h and k from the vertex to get $y = a(x + 1)^2 + 4$. Expand $(x + 1)^2$ using FOIL to get $y = a(x^2 + 2x + 1) + 4$. Next, distribute the a to get $y = ax^2 + 2ax + a + 4$. Finally, since this vertex form of the parabola is equal to the given standard form of the same parabola, set them equal to each other: $ax^2 + 2ax + a + 4 = ax^2 + bx + c$. Write the two equations above each other to see the matching terms more clearly:

$$ax^2 + 2ax + a + 4$$

$$ax^2 + bx + c$$

Given this, the ax^2 terms cancel, $2a = b$ and $a + 4 = c$. Thus, $a - b - c$ becomes $a - 2a - (a + 4)$. Combine like terms to get $-2a - 4$.

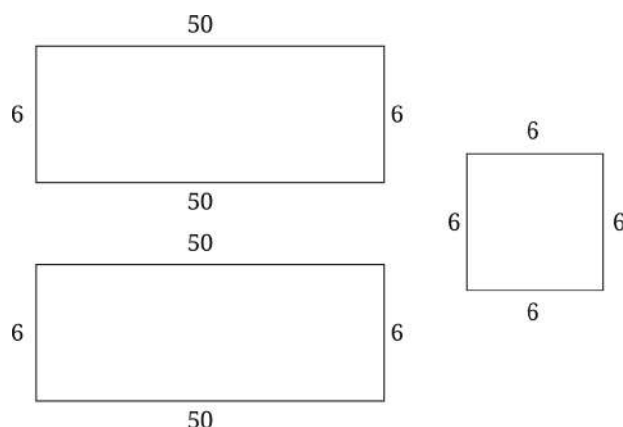
Since the parabola opens upwards, the value of a must be positive.

Since the question asks for a specific value, and the answers contain

numbers in increasing order, plug in the answers. Rewrite the answer choices on the scratch paper and label them as “ $-2a - 4$.” Next, start with a number in the middle and try (B), -4 . The equation becomes $-2a - 4 = -4$. Add $2a$ to both sides of the equation to get $-4 = 2a - 4$, and then add 4 to both sides of the equation to get $0 = 2a$. Finally, divide both sides of the equation by 2 to get $0 = a$. This is not positive, so eliminate (B). The result was close to being a negative number, so try (A), -5 , next. The equation becomes $-2a - 4 = -5$. Add $2a$ to both sides of the equation to get $-4 = 2a - 5$, and then add 5 to both sides of the equation to get $1 = 2a$. Finally, divide both sides of the equation by 2 to get $\frac{1}{2} = a$. This is positive, so stop here. The correct answer is (A).

22. C

The question asks for a measurement of a geometric figure. Use the Geometry Basic Approach. Because the surface area of a 3-dimensional figure is the sum of the areas of its faces, draw three rectangles of different sizes to represent the faces of the rectangular solid. Label the height of 50 on two of the rectangles. Since the question asks for a specific value and the answers contain numbers in increasing order, plug in the answers. Rewrite the answer choices on the scratch paper and label them as “*side length of base*.” Next, start with a number in the middle and try (B), 6. Label the remaining sides lengths of the rectangles as 6. The figures should now look something like this:



Use the formula for the area of a rectangle, $A = lw$, to find the area of each face. One 6×50 face has an area of 300, and one 6×6 face has an area of 36. There are 4 faces with an area of 300 and 2 faces with an area of 36 for a surface area of $(4)(300) + (2)(36) = 1,200 + 72 = 1,272$. Thus, $S = 1,272$.

If the two prisms were cut into two identical prisms parallel to the square base, the resulting shapes would each be a shorter rectangular prism with a height of $\frac{50}{2} = 25$ and a square base with a side length of 6. Perform the same calculations to find the surface area of one of the smaller prisms. One 6×25 face has an area of 150, and one 6×6 face has an area of 36. There are 4 faces with an area of 150 and 2 faces with an area of 36 for a surface area of $(4)(150) + (2)(36) = 600 + 72 = 672$. The question states that *each resulting prism has a surface area of $\frac{31}{56} S$* , so plug in 1,272 for S . The result is $\frac{31}{56} (1,272) \approx 704$. This does not match the surface area of one of the smaller prisms, so eliminate (B).

It might be difficult to determine whether a larger or smaller number is needed, so pick a direction and try (C), 12. The dimensions of the original single prism are now $50 \times 12 \times 12$. There are four faces with an area of $(50)(12) = 600$ and two faces with an area of $(12)(12) = 144$ for a surface area of $(4)(600) + (2)(144) = 2,400 + 288 = 2,688$. The dimensions of one of the smaller prisms are now $25 \times 12 \times 12$. There are four faces with an area of $(25)(12) = 300$ and two faces with an area of $(12)(12) = 144$ for a surface area of $(4)(300) + (2)(144) = 1,200 + 288 = 1,488$. Plug in 2,688 for S to get $\frac{31}{56} (2,688) = 1,488$. This is the surface area of one of the smaller prisms, so stop here. The correct answer is (C).

Chapter 4

Cracking the Digital SAT: Basic Principles

The first step to cracking the Digital SAT is knowing how best to approach the test. The Digital SAT is not like many of the tests you've taken in school, so you need to learn to look at it in a different way. This chapter provides and explains test-taking strategies that will immediately improve your score before you spend time working on the actual test content. Make sure you fully understand these concepts before moving on to Part II. Good luck!

BASIC PRINCIPLES OF CRACKING THE TEST

What College Board Does Well

The folks at College Board have been writing standardized tests for a long time. Even though the test format is new for the Digital SAT, the concepts tested are the same, so the test-writers still know how students will approach the questions. They know how you'll attempt certain questions, what sort of mistakes you'll probably make, and even what answer you'll be most likely to pick. Freaky, isn't it?

However, this strength is also a weakness. Because the test is standardized, the Digital SAT asks the same types of questions over and over again. Sure, the numbers or the words might change, but the basics don't. With enough practice, you can learn to think like the test-writers. But try to use your powers for good, okay?

The Digital SAT Isn't School

Our job isn't to teach you math or English—leave that to your super smart school teachers. Instead, we're going to teach you what the Digital SAT is and how to crack it. You'll soon see that the Digital SAT involves a very different skill set from the one you use in school.

Be warned that some of the approaches we're going to show you may seem counterintuitive or unnatural. Some of these strategies may be very different from the way you learned to approach similar questions in school, but trust us! Try tackling the questions using our techniques, and keep practicing until they become easier. When you do this, you'll see a real improvement in your score.

TAKE THE EASY TEST FIRST

Within a section, each question counts toward your score. There will inevitably be questions you are great at and questions you don't like. The beauty of the Digital SAT is that you can answer questions in any order you like. The question you can nail in 25 seconds may be worth just as much as the question that will torture you for minutes on end. Why should you spend 4 or 5 minutes on one question when you can answer two or three questions that are easier for you in the same amount of time? To maximize your score, leave the questions you don't like for last. That way, if you do run out of time, at least you've gotten a chance to answer all the questions that you find easiest.

You can think of this as taking the easy test first. Skip early and skip often. Doing so will result in two passes through an individual module. On the first pass, cherry-pick. Answer the questions you like. Get all of those easy points in the bank before time starts running short. Nearly everyone at some point starts to feel the pressure of the clock as time starts running low. This is often when mistakes happen. Leave those difficult, time-consuming questions for the end of the test. If you run out of time or make some mistakes at that point, it won't matter as much because these are questions that you are less likely to get right anyway. Focus your time where you feel confident you are likely to score points.

Embrace Your POOD

When you take the easy test first, you are using your POOD, or **Personal Order of Difficulty**. The Digital SAT will put questions in rough order of difficulty by content domain on the Reading and Writing section and overall on the Math section. But this Order of Difficulty (OOD) is only what College Board thinks about the question levels, not how you will do on them. And different people do well on different types of questions. We believe it is essential that you identify the questions that you find easy or hard and that you work the test in a way most suitable to your goals and strengths. The way this works may differ in the Reading and Writing

section and the Math section, but we'll give you the tools to establish your POOD.

Mark and Move On

On your first pass through a section, you will likely see questions that strike you as too hard or too time-consuming. If you think they are worth coming back to in the second pass, use the Mark for Review tool to add a little flag next to the question. Then keep on moving until you find a question that better suits your POOD.

Sometimes, though, a question that seems easy at first may turn out to be more troublesome than it appeared. If you get stuck on a question, don't keep working on it. Mark it and move on to do more questions. Only once you've conquered all the questions in your POOD should you come back and retry a question. Often, given some distance from the question, you can come back to it with fresh eyes and get the right answer. If you encounter more trouble, though, move on again. Find another question in the module to distract your brain whenever you get stuck.

You can see the marked questions at a glance both at the end of the module and by opening the module overview at any time. This will allow you to quickly find the ones you want to work on after you've done all the questions you know you can do quickly and accurately.

As you see a question on the screen, the testing app tells you where you are in the module. The question navigation bar is a black bar at the bottom of the screen. Clicking it opens the Review tool, which gives you an overview of the module that will look something like this.

Section 2, Module 1: Math Questions

×

Current

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

Go to Review Page

Navigating around a section is easy from here. Simply click on a question, and you will go directly to that question. This opens up a whole new realm of strategic opportunities for the savvy test-taker. It also allows you to quickly see any questions that remain unanswered in the final minutes so that you can enter answers for them.

Let's say the example above is your section. At this point, you have seen all 22 questions in the module. Questions 11, 18, and 19 are unanswered and haven't been marked. These are questions that you likely skipped because they looked very difficult and/or time-consuming, and you should do them only at the very end if there is any time left. Then, there are 5 marked questions, some of which have been answered. You might have marked these because you got an answer but weren't sure it was right or because you started the question but then got stuck. After you've taken the easy test, you should go back to the marked questions and attempt to get as many of them right as you can, starting with the easiest ones or the ones that are closest to being finished. Remember to unmark a question once you've finalized your answer.

Keep an eye on the timer. When there is a minute left, go back to any of your unanswered questions and enter a guess, even a random one if

necessary.

Navigating the Test Modules

- In your first pass, only do questions that you think you can do quickly and accurately.
- If you start a question and get stuck, mark it and move on.
- If you think a question is a good one to do later, mark it to easily find it again.
- If you see a question that looks tough but may be in your POOD, leave it blank.
- If you see a question that you know you *never* want to tackle, fill in an answer and move on.
- In your second pass, do the marked questions that seem most suited to your POOD. Then do any unanswered questions you think are worth trying.
- If you decide to skip any questions in the second pass, fill in an answer and move on.
- In the last minute or two, use the Review tool to ensure that every question has been answered.

Just be careful when using the Review Page instead of accessing the overview from the question navigation bar. If you are on that page and click Next, it will end the module. You will not be asked if you are sure you want to submit your answers and move on. So, make sure to only click Next from the Review Page if all your answers have been entered.

Guessing on the Digital SAT

You may be wondering why we're telling you to enter answers to some questions you haven't even fully read. No matter how much you practice,

you still may run into a question that you don't know how to answer no matter how many times you look at it. Or, you may look at a question with an incredibly long or difficult-looking passage and decide it's not worth your time and energy.

When you confront a question like this, try to eliminate any answer choice you can, but make sure to guess. There is no penalty for incorrect answers on the Digital SAT. As a result, it's better to guess than it is to leave a question blank. At least by guessing, you stand a chance at getting lucky and guessing correctly.

No Wrong-Answer Penalty!

You will NOT be penalized on the Digital SAT for any wrong answers. This means you should always guess rather than leaving a question blank, even if this means choosing an answer at random.

So, what should you guess? It doesn't really matter! There is a roughly equal distribution of answers on each test, so just click on one of the answers and keep going.

Pace Yourself

By now, we've talked a lot about skipping some questions. You may think you need to work to answer every question to get a good score on the Digital SAT. The truth is, rushing through to try to do every question can lead to careless mistakes, causing you to lose points. You are much better off focusing your attention fully on the questions in your POOD and only answering the harder or more time-consuming ones after you've built up those easier points. As you improve, you can aim to answer more questions in each module and guess on fewer. Unless you're currently scoring in the 700+ range on the two sections, you shouldn't be working all the questions.

Slow down, score more. You're not scored on *how many questions you do*.

You're scored on *how many questions you answer correctly*.

Doing fewer questions can mean more correct answers overall!

Now that you know how to navigate the modules to find questions in your POOD, let's talk about some strategies to use on the questions as you work through them.

CRACKING MULTIPLE-CHOICE QUESTIONS

What is the capital of Azerbaijan?

Give up?

Unless you spend your spare time studying an atlas or live in that region of the world, you may not know Azerbaijan's capital. If this question came up on a test, you'd have to skip it, wouldn't you? Well, maybe not. To find out if you can figure out the answer anyway, let's turn this question into a multiple-choice question—just like the majority of questions you'll find on the Digital SAT.

 Mark for Review

1. What is the capital of Azerbaijan?

☐ A Washington, D.C.

☐ B Paris

☐ C London

D Baku

The question doesn't seem that hard anymore, does it? Of course, we made our example extremely easy. (By the way, there won't actually be any questions about geography on the Digital SAT.) But you'd be surprised by how many people give up on Digital SAT questions that aren't much more difficult than this one just because they don't know the correct answer right off the top of their heads. "Capital of Azerbaijan? Oh, no! I've never heard of Azerbaijan!"

These students don't stop to think that they might be able to find the correct answer simply by eliminating all of the answer choices they know are wrong.

You Already Know Almost All of the Answers

All but a handful of the questions on the Digital SAT are multiple-choice questions, and every multiple-choice question has four answer choices. One of those choices, and only one, will be the correct answer to the question. You don't have to come up with the answer from scratch. You just have to identify it.

How will you do that?

Look for the Wrong Answers Instead of the Right Ones

Why? Because wrong answers are usually easier to find than the right ones. After all, there are more of them! Remember the question about Azerbaijan? Even though you didn't know the answer off the top of your head, you easily figured it out by eliminating the three obviously incorrect choices.

You looked for wrong answers first.

In other words, you used Process of Elimination, which we'll call POE for short. This is an extremely important concept, one we'll come back to again

and again. It's one of the keys to improving your Digital SAT score. When you finish reading this book, you will be able to use POE to answer many questions that you may not understand.

The great artist Michelangelo once said that when he looked at a block of marble, he could see a statue inside. All he had to do to make a sculpture was to chip away everything that wasn't part of it. You should approach difficult multiple-choice questions on the Digital SAT in the same way, by "chipping away" the answers that are not correct. By first eliminating the most obviously incorrect choices on difficult questions, you will be able to focus your attention on the few choices that remain.

PROCESS OF ELIMINATION (POE)

There won't be many questions on the Digital SAT in which incorrect choices will be as easy to eliminate as they were on the Azerbaijan question. But if you read this book carefully, you'll learn how to eliminate at least one choice on almost any Digital SAT multiple-choice question, if not two or even three choices.

What good is it to eliminate just one or two choices on a four-choice Digital SAT question?

Plenty. In fact, for most students, it's an important key to earning higher scores. For every answer that you confidently eliminate, you increase the odds of selecting the correct answer, even on harder questions. Here's another example:

 Mark for Review

2. What is the capital of Qatar?

☐ A Paris

☐ B Dukhan

☐ C Tokyo

☐ D Doha

On this question, you'll almost certainly be able to eliminate two of the four choices by using POE. That means you're still not sure of the answer. You know that the capital of Qatar has to be either Doha or Dukhan, but you don't know which. So just pick one and move on! You've already improved your chances of getting it right from 25% to 50%.

The Answer Eliminator Tool

The Digital SAT Bluebook app has a great tool to help you keep track of your POE. It is called the Answer Eliminator, and it crosses off answers for you right on the screen. To use it, click the box on the right side of the gray bar that has "ABC" with a slash through the letters. A new set of letters will appear to the right of each answer, and clicking on one crosses off the corresponding answer.

Here is what our Qatar question would look like after eliminating (A) and (C).

 Mark for Review

2. What is the capital of Qatar?

☒ A ~~Paris~~

☐ B Dukhan

☒ C ~~Tokyo~~

☐ D Doha

This tool is a great way to keep track of your thoughts on each answer and see which ones remain after using POE. And if you decide to mark this question to come back to it, your eliminated answers will still be crossed off when you return.

The Annotate Tool

But what if you want to remember something specific about the question or the remaining answers? In the Reading and Writing section, there is a tool for that as well. If you highlight some text on the screen, you can then click the Annotate button to add a notation to that text. Again, this will be saved as you move through the module, so it will still be there if you come back to a question. We'll give you more advice in the coming chapters on how to make use of this great tool.

However, there are some limitations to the Annotate tool. You cannot annotate text on figures or from the answer choices, so you would have to leave yourself a note on the question stem or the passage text. Also, this tool is not available in the Math section at all.



Try It Out!

When you take a practice test in your online Student Tools, use that opportunity to try out all the tools. Being familiar and comfortable with these tools on test day will give you a real leg up, as you won't have to waste time during the test getting used to them.

Scratch Paper

This brings us to the final tool that may help you stay organized on the Digital SAT. When you arrive at the testing center, you will be given three

pages of scratch paper to use. If you find that you have trouble making annotations in the Reading and Writing section or you have calculations to do in the Math section, your scratch paper is there for you.

While you can use the Answer Eliminator tool to cross off answers you know are wrong, you may need a more sophisticated way to track what you think of certain answers to narrow down choices. In those cases, write the question number and answer letters on your scratch paper and use the following notations to help you make the best possible guess.

✓ Put a check mark next to an answer that seems correct.

~ Put a squiggle next to an answer that seems like it could work but you're not sure.

? Put a question mark next to an answer you don't understand.

~~A~~ Cross out the letter of any answer choice you KNOW is wrong.

You can always come up with your own system. Just make sure you are consistent. Do your best to keep your scratch paper neat and organized. If you do come back to a question later, you want to be able to easily find your work. We'll give you more tips for using your scratch paper in the following lessons.

Double-Check

By now, you have learned strategies for navigating the modules of the Digital SAT and for dealing with the questions as you work them. You've also seen a bit of information about the tools at your disposal and how to use them. All these things should help you get an answer to the questions you work on, but get in the habit of double-checking before you click on your final answer choice. You probably won't have time to go back to a

question that you have already finished, so it's best to ensure that you've answered as you intend to the first time.

The only way to reliably avoid careless errors is to adopt habits that make them less likely to occur. Always check to see that you've transcribed information correctly to your scratch paper. Always read the problem carefully and note any important parts that you might forget later. Always check your calculations. And always read the question one last time before selecting your answer. By training yourself to avoid careless errors, you will increase your score.

Summary

- Take the easy test first. Work carefully on questions you know how to do to make sure you get them right.
- Use the Mark for Review tool to flag questions you want to come back to later.
- There are bound to be at least a few questions you simply don't get to or ones on which you find it difficult to eliminate even one answer choice. When this happens, just enter an answer and move on.
- There's no guessing penalty on the Digital SAT, so it's best to guess rather than leave a question blank.
- When you don't know the right answer to a multiple-choice question, look for wrong answers instead. They're usually easier to find.
- When you find a wrong answer, use the Answer Eliminator tool to cross it off on the screen. In other words, use Process of Elimination, or POE.
- Use the Annotate tool to leave notes for yourself on Reading and Writing questions as needed.
- Use your scratch paper for more complex POE or other notations and calculations. Keep your work neat and organized, with a question number next to every note.
- Get into the habit of double-checking your work to avoid careless errors as much as possible.
- Make the test your own. When you can work the test to suit your strengths (and use our strategies to overcome any weaknesses), you'll

be on your way to a higher score.

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Part II

How to Crack the Reading and Writing Section

- 5 [Reading and Writing Introduction](#)
- 6 [The Reading Questions](#)
- 7 [Reading Question Types 1–3: Craft and Structure](#)
- 8 [Reading Question Types 4–8: Information and Ideas](#)
- 9 [Advanced Reading Skills](#)
- 10 [Comprehensive Reading Drill](#)
- 11 [Introduction to Rules Questions](#)
- 12 [Rules Questions: Complete Sentences](#)
- 13 [Rules Questions: Describing Phrases](#)
- 14 [Rules Questions: Linking Independent Clauses](#)
- 15 [Rules Questions: Dependent Clauses, Lists, and No Punctuation](#)
- 16 [Rules Questions: Grammar](#)
- 17 [Rhetoric Questions](#)

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Chapter 5

Reading and Writing Introduction

Now that you've learned some general strategies for the Digital SAT and taken and analyzed your first test, it is time to dive into some content chapters. This chapter will introduce you to the Reading and Writing (RW) section of the Digital SAT.

FIND YOUR STRENGTHS AND WEAKNESSES

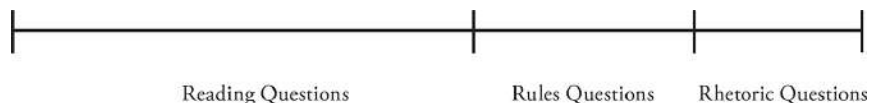
As you may recall from the Introduction, your Digital SAT is going to have two Reading and Writing modules, each consisting of 27 questions. Of those 54 total verbal questions, 25–33 will be Reading questions and 19–31 will be Writing questions. You’ll have 32 minutes for each module, which gives you a little more than a minute for each question.

While College Board combines the topics of Reading and Writing into the same section, you may have recognized that they really represent two different sets of skills. The Reading questions ask you to either answer a question about a passage you have read (such as what its main idea is or why the author included a certain piece of information) or choose an answer that completes the passage based on the inferences that can be made. On the other hand, the Writing questions will ask you to choose the best construction of a sentence based on such aspects as punctuation, grammar, and style. These questions will also ask you to connect ideas with transitions or to fit certain rhetorical goals.

This distinction is important because you may find that you are stronger at Reading or stronger at Writing. Recognizing your strengths and weaknesses will help you follow POOD most effectively, and as you practice it will allow you to identify what areas you need to focus on during your study time.

READING, RULES, AND RHETORIC QUESTIONS

We think you’ll find it most helpful to think of each Reading and Writing module as having three parts, displayed visually below.



This is the same order and rough proportion of questions you will see in each module. If you are stronger or faster at Writing questions, you may find that it makes more sense for you to start about halfway through the section where those questions start. Of course, if Reading questions are easier for you, it's fine to start at the beginning of the module. Either way, it's helpful to be able to recognize these three categories of questions so that you'll notice when the module switches from one to the next and be able to apply the right set of steps to each question type. Let's take a look at the characteristics of each category.

Reading actually has two parts according to College Board, but there isn't a strong difference in the types of questions you'll see in both parts, so we don't think you need to notice when the section switches.

Reading Questions

Any question with text in the form of a poem or a work of fiction is going to be in the Reading portion. The same is true for dual texts (which have a Text 1 and a Text 2), passages that involve graphs, and questions that ask you to fill in the blank with the most appropriate word. The rest of the Reading questions will generally ask you for the meaning or purpose of some or all of the passage.

Rules Questions

The questions that College Board calls Standard English Conventions can be more simply called Rules questions. It should be easy to spot when the module switches from Reading questions to Rules questions. That's because all Rules questions ask the same thing: *Which choice completes the text so that it conforms to the conventions of Standard English?* Only Rules questions ask this, so if you're planning to start with the Rules questions, you can skip to about the middle of the section and click ahead until you see the first one with that question. It's worth noting that Rules questions will

be some of the fastest ones for many students, as you typically only need to read a single sentence and will be tested on basic punctuation and grammar rules rather than comprehension.

Rhetoric Questions

Once again, it should be easy to spot when the Rules questions end. That's because the rest of the questions, Rhetoric questions, will not ask the standard question you saw above for Rules questions. If you want to start with these questions, go about three-quarters of the way into the section and continue until you stop seeing the questions about the conventions of Standard English. Furthermore, Rhetoric questions come in only two formats. The first involves transition words and the second has bullet points instead of a passage. So, these should be relatively easy to identify by looking for those two unique attributes, but you will learn more about these distinctions in later chapters.

As you prepare for the Digital SAT, try to identify which of these three categories makes sense for you to begin with. It's best to start with the category in which you will be able to get the questions right quickly and easily.

START WITH THE QUESTION

As you saw earlier in this introduction, it's the question, rather than the passage, that will give you a clue as to what category of question you are dealing with. Once you've established that, you'll be able to execute the appropriate strategy for that specific type of question. To that end, we've developed a basic approach for all Reading and Writing questions:

Reading and Writing Basic Approach

1. Read the question.
2. Identify the question type.

3. Follow the basic approach for that question type.

As we discussed earlier, you are free (and encouraged!) to start with the types of questions at which you excel and to leave for last the ones you struggle with most or that you expect to take the most time. For each question, skip over the passage initially and go straight to the question. That will help you to confirm whether it is a Reading question, Rules question, or Rhetoric question. In some cases, such as with most Reading questions, reading the question first will also give you an idea of what you need to find in the passage, which will allow you to do double duty as you read: you can already start to look out for what the question will be asking you about as you read the passage.

In the chapters that follow, we'll show you our basic approach for each type of question that we expect you to see on the Reading and Writing section. Once you have learned and practiced these approaches, you'll know exactly what to do once you identify the type of question you are looking at. It's worth noting that we have put the verbal chapters in the same order that we expect the questions to be in for both modules of the Reading and Writing section, so you can use them as a guide for approximately where each question type will appear. Let's dive in!

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Chapter 6

The Reading Questions

Reading questions will account for just over half of the 54 Reading and Writing questions and will always appear before the Writing questions in each of the two RW modules. The Reading questions will ask you to perform many different, and of course highly enjoyable, tasks, including selecting the best vocabulary word to fill in a blank, understanding the function of a portion of the passage, comparing two passages, finding the main idea of a passage, determining which answer would best support an argument, and completing the passage based on data from tables and graphs. Each passage will range from 25 to 150 words and be accompanied by just a single question, so efficiency will be of the essence. The purpose of this chapter is to introduce you to how the Reading and Writing Basic Approach can be adapted to each of the Reading question types. This will help you streamline how you take the test and keep you focused on what information you need in order to get as many points as you can. Not many people would call the Reading questions overly fun, but this chapter will teach you how to take control of the section and handle it on your own terms.

SAT READING: CRACKING THE PASSAGES

You read every day. From street signs to text messages to the back of the cereal box, you spend a good part of your day recognizing written words. So, this test should be pretty easy, right?

Unfortunately, reading on the Digital SAT is different from reading in real life. In real life, you read *passively*. Your eyes go over the words, the words go into your brain, and some stick and some don't. On the Digital SAT, you have to read *actively*, which means trying to find specific information to answer specific questions. Once you've found the information you need, you have to understand what it's actually saying.

Reading on the Digital SAT is also very different from the reading you do in school. In English class, you are often asked to give your own opinion and support it with evidence from a passage. You might have to explain how Scout Finch and Boo Radley in *To Kill a Mockingbird* are, metaphorically speaking, mockingbirds. Or you might be asked to explain who is actually responsible for the tragedies in *Romeo and Juliet*. On the Digital SAT, however, there is no opinion. You don't have the opportunity to justify why your answer is the right one. That means there is only *one* right answer, and your job is to find it. It's the weirdest scavenger hunt ever.

Let's start with the instructions for the Reading and Writing (RW) module.

DIRECTIONS

The questions in this section address a number of important reading and writing skills. Each question includes one or more passages, which may include a table or graph. Read each passage and question carefully, and then choose the best answer to the question based on the passage(s).

All questions in the section are multiple-choice with four answer choices. Each question has a single best answer.

Great news! This is an open-book test. Notice the directions say *based on the passage(s)*. This means that you are NOT being tested on whether you have read, studied, and become an expert on African folklore, *The Great Gatsby*, or your biology textbook. All the test-writers care about is whether or not you can read a passage and understand it well enough to correctly answer a question about it. Unlike the Math modules and the Writing questions, there are no formulas to memorize or comma rules to learn for the Reading questions. You just need to know how to approach the passage(s), questions, and answer choices in a way that maximizes your accuracy and efficiency. It's all about the text of the passage!

Your Mission:

Identify what you are being asked to do for each question and locate the answer or support in the passage as efficiently as possible.

POOD and the Reading Questions

You will get one question with its passage (or, occasionally, with two passages) on screen at a time. While it's tempting to do the questions in the order they appear, you will sometimes be confronted with a question or passage that seems difficult or confusing to you for one reason or another. In that situation, skip the question for now or mark and move on if you already started working on it and think you'll be able to get it later. You can always come back to any questions you skipped or marked later after you've tackled every question you knew how to do for certain. In short, the sooner you move on from a frustrating, difficult question, the more time you have to slow down and get many other questions correct.

Consider the following:

- **Question Type:** Throughout the Reading chapters, you'll learn how to identify the different types of questions and you'll learn the order they come in. Determine which ones will be fastest and easiest for you, and start with those. If you're not sure what question types will be easiest

for you, pay attention to how you do on the various question types as you do the practice tests and drills in this book.

- **Literature:** Fictional passages will contain a blurb that will, at minimum, introduce the author and title. This will help you quickly decide whether or not to do these passages. You'll also spot poems quickly, and your strengths and weaknesses will tell you when to do those.
- **Topic:** You may be able to tell from glancing at the passage whether it is about science, history, the arts, or another topic area. If you have significant topic-based strengths and weaknesses, use that knowledge to decide your POOD.

Don't forget: On any questions that you skip, always fill in a guess!

The Reading Question Types

There are eight different question types on the Reading portion of the RW module, and the good news is that they will always appear in the same set order. Chapters 7 and 8 will teach you the eight question types in depth, but for now, even just knowing their names gives you some insight as to what you'll be looking for or dealing with on each question.

The Eight Reading Question Types

1. Vocabulary
2. Purpose
3. Dual Texts
4. Retrieval

- 5. Main Idea
- 6. Claims
- 7. Charts
- 8. Conclusions

Soon enough, you'll be an expert on all of these, but for now, let's learn the basic approach you'll use regardless of question type.

Not every question type shows up on every RW module, but you need to prepare for all of them. You won't know which ones will be excluded from your module, and types that don't appear on your first RW module will very likely appear on your second one!

Basic Approach for Reading Questions

1. **Read the Question.** As with all Reading and Writing questions, you need to first understand what you are being asked to do before you dive into any passage.
2. **Identify the Question Type.** Each question has a phrase that indicates a very specific task that you are being asked to accomplish for that question. This also affects how you will adapt the rest of the approach and is a chance to apply your POOD: you may want to mark question types you'd rather deal with later or just fill in answers on question types you'd rather not tackle at all.
3. **Read the Passage(s).** Read the passage(s) thoroughly, keeping the question task in mind. Remember: you are looking for an answer to the question, or at the very least, evidence that can help answer the

question. You don't need to memorize, or even understand, every detail!

4. **Highlight What Can Help (and Annotate If Needed).** Within the passage, you'll want to highlight a phrase or sentence that can help answer the question. It could be a direct answer to the question or a piece of information that the question wants you to do something with. On certain question types, such as Vocabulary or Purpose, you'll also make an annotation that will help you nail the correct answer.
5. **Use POE.** Eliminate anything that isn't consistent with what you highlighted and/or annotated. Don't necessarily try to find the right answer immediately, because there is a good chance you won't see anything that you like (and an answer that you like immediately may be a trap). If you can eliminate answers that you know are wrong, though, you'll be closer to the right answer. If you can't eliminate three answers with your highlights and annotation, use the POE criteria (which we'll talk about later in this chapter).

"Where the Money Is"

A reporter once asked notorious thief Willie Sutton why he robbed banks. Legend has it that his answer was, "Because that's where the money is." While reading comprehension is much safer and more productive than larceny, the same principle applies. Concentrate on the questions and answer choices because that's where the points are. The passage is just a place for the test-writers to stash facts and details. You'll find them when you need to.

STEPS OF THE BASIC APPROACH

You might be surprised to see that we don't recommend reading the passage until Step 3 of the Basic Approach. This is part of what we call *active reading*, an essential skill for standardized passages. You shouldn't read the

passage until you know exactly what you are trying to find. Said another way, you want to know your destination before you start the journey.

On the following page is a sample passage and question stem for a Purpose question, one of the eight question types we mentioned previously. We've removed the four answer choices so you can focus on learning the steps one piece at a time, but have no fear: you'll deal with them soon enough. Skip over the passage for now and go right into Applying the Steps.

Mark for Review

1. The following text is adapted from J.M. Barrie's 1911 short story "The Inconsiderate Waiter." The narrator, an upper-class gentleman, is describing his waiter, William, at a dining club that the gentleman frequents.

Until William forced his affairs upon me that was all I did know of the private life of waiters, though I have been in the club for twenty years. I was even unaware whether they slept downstairs or had their own homes; nor had I the interest to inquire of other members, nor they the knowledge to inform me. I hold that this sort of people should be fed and clothed and given airing and wives and children, and I subscribe yearly, I believe for these purposes; but to come into closer relation with waiters is bad form; they are club fittings, and William should have kept his distress to himself, or taken it away and patched it up like a rent in one of the chairs.

Which choice best states the main purpose of the text?

APPLYING THE STEPS



Step 1: Read the Question

It may be tempting to dive right into the passage, but if you do so, you are not *reading actively*. Remember that *active* reading requires that you read with a purpose: you need to know what you are looking for in the passage before you read it. Also, slow down and read the task carefully. Each Reading question gives an incredibly specific task, and it's dangerous to assume they all simply want some detail from the passage. Lastly, it's from this step that you will be able to identify the question type, which affects how you are going to adapt the rest of the approach.

Which choice best states the main purpose of the text?

Reading Basic Approach

1. Read the Question.

«STEP 2

Step 2: Identify the Question Type

Each Reading question has a word, phrase, or series of phrases that indicates which type of question it is. Each question type has several different formats in which it can be asked, so familiarizing yourself with those formats through these chapters is critical to making you an ace identifier.

For instance, the question above clearly asks for the *main purpose* of the text. If a question says *purpose*, *overall structure*, or *function*, it's what we call a Purpose question. Once you have finished working through the Purpose Questions lesson, you'll be able to apply the appropriate strategy for this question type. For now, all you need to know is that if a question is asking for a *main purpose*, it's asking why the author wrote the passage.

The important thing to understand is that answers to Purpose questions, as with all question types, must come—you guessed it—from the passage

itself. So, on to the next step!

Step 2 and POOD: Identifying the question type is your first opportunity to use your POOD: if this question type has caused you difficulty in the past, consider Marking for Review or entering a random guess.

Reading Basic Approach

1. Read the Question.
2. Identify the Question Type.

«STEP 3

Step 3: Read the Passage(s)

With the exception of one question type which we will see a bit later, all Digital SAT question types have exactly one passage attached to each question. If the passage is sourced from an existing novel, short story, or poem, it will have a citation preceding it like the one we see in our example:

The following text is adapted from J.M. Barrie’s 1911 short story “The Inconsiderate Waiter.” The narrator, an upper-class gentleman, is describing his waiter, William, at a dining club that the gentleman frequents.

Start by reading this citation, or blurb, if there is one. It will identify the type of literature you’re dealing with and exactly how old it is. Also, College Board will usually provide a sentence of descriptive information because the writers are well aware they are throwing you into the deep end of the unfamiliar story pool. You can use this to gain a small piece of insight before tackling a sometimes-dense piece of literature.

Step 3 and POOD: This is your second opportunity to apply your POOD. If there is a blurb and it references a particularly complex work or old poem that you'll be reading, this could be the right time to mark and move on or even guess with very little time lost.

Then, it's time to read the passage itself. But remember that you want to be an *active* reader. You are not reading the passage for pleasure or because the Digital SAT is so, so fun. You are reading only because it's necessary in order to accomplish the specific task of determining, in this case, *why the author wrote the text*, which means you are looking for both the topic the author wants to discuss and any feelings or motivations the author has regarding that topic.

Until William forced his affairs upon me that was all I did know of the private life of waiters, though I have been in the club for twenty years. I was even unaware whether they slept downstairs or had their own homes; nor had I the interest to inquire of other members, nor they the knowledge to inform me. I hold that this sort of people should be fed and clothed and given airing and wives and children, and I subscribe yearly, I believe for these purposes; but to come into closer relation with waiters is bad form; they are club fittings, and William should have kept his distress to himself, or taken it away and patched it up like a rent in one of the chairs.

Step 3 and POOD, revisited: This is your third opportunity to apply your POOD. If you are reading the passage and your eyes start to glaze over, you find yourself rereading one particular sentence because it's so involved, or the passage

is simply confusing to you, it may be time to mark and move on.

Reading Basic Approach

1. Read the Question.
2. Identify the Question Type.
3. Read the Passage(s).

STEP 4»

Step 4: Highlight What Can Help (and Annotate If Needed)

As you read the passage, you want to be reading with both your eyes and your mouse. Keep your cursor near the passage or even use it to guide your eyes. The instant you find something that either answers the question directly or helps answer the question, highlight it and click the “Annotate” button in the top-right corner of your screen. In this case, you should identify that the main idea of the passage was to discuss the narrator’s changing knowledge of his waiter William’s life.

Until William forced his affairs upon me that was all I did know of the private life of waiters, though I have been in the club for twenty years. I was even unaware whether they slept downstairs or had their own homes; nor had I the interest to inquire of other members, nor they the knowledge to inform me. I hold that this sort of people should be fed and clothed and given airing and wives and children, and I subscribe yearly, I believe for these purposes; but to come into closer relation with waiters is bad form; they are club fittings, and William should have kept his distress to himself, or taken it away and patched it up like a rent in one of the chairs.

This isn't the complete story, however. The narrator here does not just want to inform us of what he used to know about waiters' lives and what he knows now. You also need to highlight any attitude the narrator displays towards this main idea.

Until William forced his affairs upon me that was all I did know of the private life of waiters, though I have been in the club for twenty years. I was even unaware whether they slept downstairs or had their own homes; nor had I the interest to inquire of other members, nor they the knowledge to inform me. I hold that this sort of people should be fed and clothed and given airing and wives and children, and I subscribe yearly, I believe for these purposes; but to come into closer relation with waiters is bad form; they are club fittings, and William should have kept his distress to himself, or taken it away and patched it up like a rent in one of the chairs.

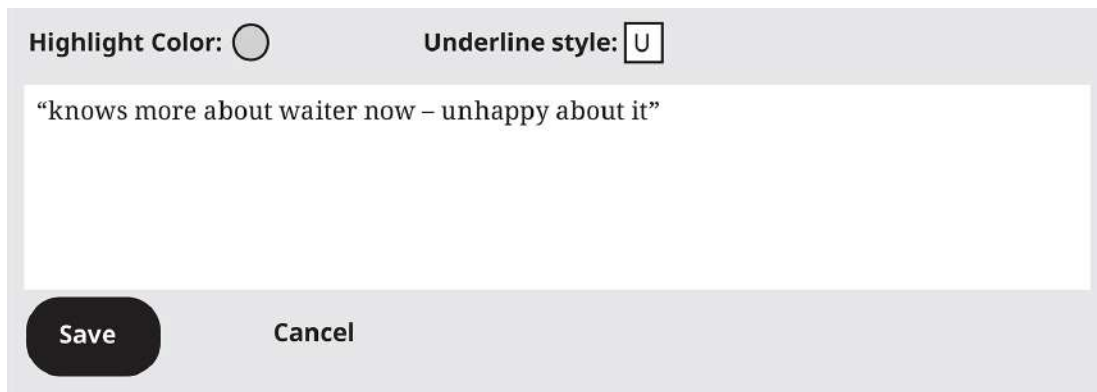
The negative words *forced*, *bad form*, and *distress* indicate that the narrator is not at all pleased to know more about his waiter than he did before.

Since you wouldn't actually spend time removing previous highlighting, the final passage looks something like this:

Until William forced his affairs upon me that was all I did know of the private life of waiters, though I have been in the club for twenty years. I was even unaware whether they slept downstairs or had their own homes; nor had I the interest to inquire of other members, nor they the knowledge to inform me. I hold that this sort of people should be fed and clothed and given airing and wives and children, and I subscribe yearly, I believe for these purposes; but to come into closer relation with waiters is bad form; they are club fittings, and William should have kept his distress to himself, or taken it away and patched it up like a rent in one of the chairs.

Not every question requires this much highlighting, and more than one sentence may point to the main idea of a passage or attitude of an author. You only need to find one of each to handle a Purpose question like this one.

Now, it's time to annotate. Not every question type requires an annotation, but on Purpose questions, it's helpful. Since authors rarely state their purpose directly, it's a great idea to jot down a summary of the main idea and attitude once you've found them. A good purpose annotation for this passage would be:



Highlight Color: ☐ Underline style:

“knows more about waiter now – unhappy about it”

Save Cancel

Note how annotations should not be elaborate or particularly long—you don't want to spend too much time effectively rewriting the passage. You want a quick summary that you can compare the answers to in the next step. Nothing you typed in the box is new—it's a direct summary of what you highlighted in the passage.

Step 4 and POOD: Unlike with the other steps, failing to find evidence in a question isn't necessarily a reason to mark and move on. If you understand the passage well but cannot settle on the right evidence in an efficient manner, consider going to the answers and using POE.

Reading Basic Approach

1. Read the Question.
2. Identify the Question Type.
3. Read the Passage(s).
4. Highlight What Can Help (and Annotate If Needed).

STEP 5»

Step 5: Use POE

Once you have your highlighting and, for this question type, your annotation, it's time to head to the answers. When looking at the answers, remember to constantly ask this question.

Is this answer consistent with my highlighting and annotation? Yes, no, maybe, or no idea?

It's not a matter of an answer sounding good or you liking an answer. Nor is it a good idea to ask whether the answer "matches the passage": while the ideas between passage and answer will agree, the words will often be very different, as the person who wrote the passage and the person who wrote the question and answers may not be the same person and may not write the same way. You took the time in Steps 2–4 to figure out what you were being asked and to find an answer to that question: use the tool you created for yourself and don't undersell your own abilities right at the end of the task. Let's see those answers one at a time.

A To define a distinction between William and the other waiters at the dining club

Is this answer consistent with your highlighting and annotation? No, it's not. The words "William," "waiters," and "dining club" are all what we called **Recycled Language**—these words are grabbed directly from the passage and thrown into an answer but not used the same way the passage used them. These answers may trap students who only seek to match words on the Digital SAT.

In this case, no *distinction* between William and the other waiters at the dining club is given in the passage. It may be tempting to say that because the narrator knows something about William that he would rather not know, that's a distinction. However, the passage would need to actually say that William is different from other waiters somehow—you should not need to apply outside steps of logic to make connections between the passage and the answer choice.

At this point, we'd strike out (A) using the Answer Eliminator tool and move on to the next answer.

B To examine the type of service that the narrator most highly values

Is this answer consistent with your highlighting and annotation? No, it's not. All you know from the passage is that the narrator wants waiters to wait on him and doesn't want to know about their private lives. The passage offers no indication as to what type of service the narrator *most highly values*, which is what we call **Extreme Language**. These traps typically include a word or phrase beyond what the passage can support.

Believe it or not, *most highly values* can be eliminated for another reason! Valuing something is a positive emotion; it means we hold an idea or person in certain esteem and are grateful for it. However, the emotions you highlighted in the passage (*forced*, *distress*, *bad form*) were entirely negative. So, the emotions presented in (B) are the **Opposite** of those in the passage. Answers may express a conflicting attitude, tone, or meaning to

the passage, and often a single one of those opposite words is enough to eliminate an answer.

At this point, we'd strike out (B) using the Answer Eliminator and move on to the next answer.

☐ C To demonstrate the narrator's disappointment with the dining club for hiring William

Is this answer consistent with your highlighting and annotation? No, it's not. Some answers can start so well and go so, so wrong. This answer is **Half-Right**: the narrator is 100% disappointed by something...but his disappointment is not directed at *the dining club for hiring William*. Because exams like the Digital SAT are stressful, it's easy to read part of an answer and be tempted to just choose it so you can move on. Force yourself to read all the way to the end of the answer, because that's where the trap in a **Half-Right** answer will often lie.

Half-Right answers usually rely on one of the other traps to make up the flawed half of the answer. In this case, this answer could be seen as **Recycled Language** or **Beyond the Text**. In fact, these traps often appear together in the same answer. The words *dining club* and *William* both appear in the passage, but William's *hiring* is never mentioned in the passage. Yet, the answer seems tempting because it's very logical to assume that the narrator *is* upset about William's hiring: after all, he certainly believes he now knows things about William that he really shouldn't know about his waiter. Again, you would need textual support for that conclusion, and you don't have it.

At this point, you'd strike out (C) using the Answer Eliminator and move on to the next answer. You still need to evaluate (D) even if it's the only answer remaining and not simply choose it because it's the last answer standing. An answer on the Digital SAT is correct only because it's

supported by the passage, so (D) must be treated the same as the other answers. We'll discuss POE in greater detail later in these chapters.

☐ D To express the narrator's strong emotions towards professional boundaries

Is this answer consistent with your highlighting and annotation? Yes, it's fairly consistent. The narrator believes it is *bad form* to *come into closer relation with waiters* and that William *should have kept his distress to himself*. This is fairly consistent with our annotation box as well, which stated, "knows more about waiter now – unhappy about it." Notice how the answer doesn't use the same words as the passage nor does it use the same words as our annotation—it almost never will. However, it does express all of the correct ideas. The narrator does indeed have strong emotions towards professional boundaries and feels that they have been crossed with what the narrator now knows about William's private life. Even if this is not how you would personally phrase the passage's main purpose, this answer is fully supported by the passage and shouldn't be eliminated.

You keep this answer in play. Since all three of the other answers are crossed out and (D) remains because it is supported by the passage, you can now confidently click on (D) as the answer.

☐ A ~~To define a distinction between William and the other waiters at the dining club~~

☐ B ~~To examine the type of service that the narrator most highly values~~

☐ C ~~To demonstrate the narrator's disappointment with the dining club for hiring William~~

☐ D To express the narrator's strong emotions towards professional boundaries

The point of the highlighting and annotation isn't to confirm or justify any particular answer—it's to eliminate the three answers with clear flaws and leave the correct, supported answer in play until the end of the POE process.

Reading Basic Approach

1. Read the Question.
2. Identify the Question Type.
3. Read the Passage(s).
4. Highlight What Can Help (and Annotate If Needed).
5. Use POE.

POE CRITERIA

On many questions, you'll be able to eliminate three of the four answers simply by using your highlights and annotation. On more difficult questions, however, you'll get rid of one or two answer choices, and then you'll need to consider the remaining answers a little more carefully. If you've narrowed it down to two answer choices and they both seem to make sense, you're probably down to the right answer and a trap answer. Luckily, we know some common traps that the test-writers use, and they include the following:

- **Opposite:** These answer choices use a single word or phrase that make the answer convey a tone, viewpoint, or meaning not intended by the author. This can include a word such as *not* in the answer or a negative vocabulary word when the tone of the passage was positive.
- **Extreme Language:** These answers look just about perfect except for a word or phrase that goes too far beyond what the passage can support. This also includes answers that could be called insulting or offensive to a person or a group.

- **Recycled Language:** These answer choices repeat exact words and phrases from the passage but put the words together to say something that the passage didn't actually say. They often establish relationships between the words and phrases that do not exist in the passage.
- **Right Answer, Wrong Question:** These answer choices are true based on the passage, but they don't answer the question that was asked. For example, they might state *what* the author said when the question was asking *why* the author said it.
- **Beyond the Text:** These answers might initially look good because they make sense or seem logical based on outside reasoning, but they lack support within the passage itself.
- **Half-Right:** These answers address part of but not the entire question task. They can also have one half of the answer address the question perfectly and the other half contain at least one of the traps mentioned previously.

Being aware of these traps will help you spot them on the Digital SAT and therefore avoid them. In the previous question, (A) contained **Recycled Language**, (B) contained **Extreme Language** and an emotion **Opposite** of the narrator's emotion in the passage, and (C) was **Half-Right**, with language in the second half of the answer that could be called **Recycled Language** or a **Beyond the Text** trap.

Keep in mind that not every answer fits perfectly into a trap category—sometimes an answer is simply not supported by the passage or wasn't mentioned by the author. The best time to apply these criteria, as we said before, is when you're down to two or three answers after you've compared each answer to what you highlighted and annotated.

Summary

- The Reading questions on the Digital SAT make up approximately 50 percent of your RW section score.
- Reading questions are presented in order of question type and then in order of difficulty within the question type. Don't be afraid to skip a hard question, and don't worry if you can't answer every question.
- Use your POOD to pick up the points you can get, and don't forget to fill in answers on the rest!
- The Reading questions are open-book questions! Use that to your advantage by focusing only on the evidence within the passage that is key to answering the questions.
- Highlight the answer in the passage and annotate if necessary before you look at the answer choices.
- Use POE to eliminate answers that are not consistent with the answer you found in the passage.
- If you have more than one answer left after you eliminate the ones that do not match the passage, compare the remaining answer choices and decide whether any of them are trap answers:
 - Opposite
 - Extreme Language
 - Recycled Language
 - Right Answer, Wrong Question
 - Beyond the Text
 - Half-Right

Chapter 7

Reading Question Types 1–3: Craft and Structure

In this chapter, we'll take a look at the first three question types you will see on the Reading and Writing section. Each of the question types in this chapter focuses on the construction of the passage itself: the correct vocabulary word for a sentence, the purpose or function of the passage, or how two different passages regarding the same topic interact with each other. For each type, we'll show how the Basic Approach can be adapted to maximize your score.

VOCABULARY QUESTIONS

The first group of questions you will see will ask you to choose an appropriate vocabulary word to fill in a blank or determine what the meaning of a word is in the context of the paragraph that the word is in. The Digital SAT tests a blend of common words with multiple meanings and slightly more advanced vocabulary words on harder questions, but the important thing to remember is that the *context* of the sentence(s) surrounding the word will provide a clue that you can highlight. This will allow you to annotate, or write down, your own word for the blank, which will help you with POE. Let's see how to adapt the Basic Approach for Vocabulary questions.

1. **Read the Question.**
2. **Identify the Question Type.** If you see “most logical or precise word or phrase” or “most nearly mean(s),” you have a Vocabulary question that is asking you what word would best fill a blank or define a word in context.
3. **Read the Passage.** As you read, focus particularly on the sentence containing the blank or word itself—your clue for the next step will often come from that sentence.
4. **Highlight What Can Help and Annotate.** Within the passage, you'll want to highlight a phrase or sentence that provides a clue for the type of word that can go in the blank (or, if a word is already present, what word could replace it). Then, based on the clue, you'll want to write down your *own* word in your annotation box.
5. **Use POE.** The most common traps on a Vocabulary question are **Beyond the Text** (common definitions of the original word or words that seem logical based on other parts of the passage), **Extreme Language** (words that go too far in the positive or negative direction), and **Opposite** (words that convey the opposite tone of the one used by

the author or a character). You'll see these as we work through some examples.

 Mark for Review

1. Kuei-Chih Lee's landscape artistry can best be described as _____ : his large-format installations make use of raw materials collected on-site in order to blend his created work with the natural environment.

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

☐ A beautiful

☐ B harmonious

☐ C jarring

☐ D acclaimed

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as Vocabulary when you see the phrase “most logical and precise word or phrase.” The vast majority of Vocabulary questions are phrased identically to the question you see above (we'll see the less common format in just a bit). So, you now know that you need a word to fit in the blank.

Next up, you **Read the Passage**. Most Vocabulary passages tend to be on the shorter side (25–50 words), but they can be longer, especially if they are quoting a literature source. As you read, you'll want to understand what

type of word should go where your blank is—in this case, you’re looking for some adjective to describe Lee’s artistry.

Then, it’s time to **Highlight** a clue in the passage that can help you understand what should go in the blank. The blank describes Lee’s artistry, and the passage elsewhere states that Lee uses *raw materials collected on-site in order to blend his created work with the natural environment*. Based on this, a good word to write in your **Annotation** box to describe Lee’s style of art would be “blended” or “merged.”

Lastly, it’s time to **Use POE**. Let’s consider these answers one at a time.

Choice (A) should be eliminated because *beautiful* is a **Beyond the Text** trap answer. While both artistry and the natural environment are often beautiful, the passage here would need to describe them as so, and it does not! You should always eliminate answers that can only be supported by outside knowledge or assumptions but not by the passage itself.

Choice (B) should be kept because *harmonious* is a good synonym for “blended” or “merged.” Your word may not be a direct synonym for the correct answer, but as long as it’s along the same lines of meaning, it will do the job of eliminating most of the wrong answers and leaving you, hopefully, with just one answer remaining.

Choice (C) should be eliminated because *jarring* is the **Opposite** meaning of “blended.” The passage never states that Lee’s final productions look disjointed or disconnected in any way.

Choice (D) should be eliminated because the passage never describes Lee or his work as *acclaimed*. This is a **Beyond the Text** trap as it’s logical to assume an artist is well-known or highly regarded, but looking back at the passage, there isn’t a single word that describes Lee’s popularity or renown.

With three answers eliminated and only (B) remaining, select (B) and congratulate yourself on a job well done!

By the way, it's pretty reasonable to have had (A), (D), or even (C) still remaining after the initial POE pass, so that's where we'd start asking, "Which of my remaining answers is a trap?" On harder questions, answers may also survive that first pass because you are unsure of what the word means, which means that word becomes a **Greatest Hits** word for you. More information about the **Greatest Hits** can be found in Chapter 9!

Vocabulary (The Second Format)

Some questions that test vocabulary won't have a blank. Instead, the question will ask what a word or phrase in the passage "most nearly mean(s)." The Basic Approach for Vocabulary works equally well even if a word is provided instead of a blank—you'll highlight a clue in the passage and then write down your own word, treating the word given as if it weren't there. Do not give in to the temptation to simply pick an answer without following all of the steps—**Beyond the Text** traps are even more prevalent when a word is already included, as College Board will create one or more answers that are common definitions of the indicated word but don't fit the context. Writing down your own word is the most foolproof, stress-free way of not falling for those traps!

 Mark for Review

2. The following text is adapted from Thomas Love Peacock's 1818 novel *Nightmare Abbey*. Marionetta, a young woman, is reflecting on her relationship with a young man named Scythrop.

Scythrop grew every day more reserved, mysterious, and distraught; and gradually lengthened the duration of his diurnal seclusions in his tower. Marionetta thought she perceived in all this very manifest symptoms of a warm love cooling.

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

☐ A Agreeable

☐ B Observant

☐ C Withdrawn

☐ D Hostile

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as Vocabulary when you see the phrase “most nearly mean(s).” While this format is less common, it can be handled the exact same way as the other Vocabulary questions. Treat the word *reserved* as if it were a blank and follow the same Vocabulary Basic Approach.

Next up, you **Read the Passage**. As you read, you’ll want to understand what type of word should go in the “blank.” You’re looking for some adjective that describes Scythrop.

Then, it’s time to **Highlight** a clue in the passage that helps you understand what word should go in the “blank” you created. Scythrop is already described as *mysterious* and is said to have *gradually lengthened the duration of his diurnal seclusions in the tower*. Marionetta also describes this behavior as *symptoms of a warm love cooling*. All of these clues suggest that a good phrase to **Annotate** would be “less available” or “not around as much.” Sometimes, a single perfect word for the blank won’t immediately come to you, so using a phrase is perfectly acceptable!

Lastly, it's time to **Use POE**, which should always be part of your test-taking vocabulary.

Choice (A) should be eliminated because it's the **Opposite** tone of "less available." *Agreeable* would describe Scythrop positively, but "less available" is a more negative idea.

Choice (B) should be eliminated because *observant* is a **Right Answer, Wrong Question** trap. Marionetta could be described as observant, as she *perceived* and drew conclusions from Scythrop's behavior, but the question is looking for a description of Scythrop, not Marionetta.

Choice (C) should be kept because it's a good synonym for "less available" or "not around as much."

Choice (D) should be eliminated because it's **Extreme Language**. Nothing in the passage suggests that Scythrop has become *hostile* to Marionetta or anyone else around him, just that he's spending more time alone.

With three answers eliminated and only (C) remaining, you select (C) and hope Marionetta and Scythrop can work things out, but we've got more Digital SAT business to attend to.

The Vocabulary Bottom Line: You **MUST** write down your own word in the annotation box. It's the best way to avoid falling for traps!

Studying Vocabulary

Vocabulary is one of the most common Reading question types on the Digital SAT—it's not uncommon for it to make up 4–8 of the Reading

questions you see within each module. This is important for a few reasons. First of all, that's a significant number of points for your Reading and Writing (RW) score considering there are only 27 questions in each RW module. Second, this is one of the few spots where College Board's order of difficulty is helpful. Recall that questions increase in difficulty as they go on, so you'll notice the words and passages get slightly more difficult as you go, especially if you have 7–8 Vocabulary questions. As your score increases, you'll likely start encountering the harder second RW module, so you'll need some word knowledge to keep things moving along swimmingly. While there are many ways to study vocab, we've provided three of them below and encourage you to use all three of them, especially if you are pursuing the highest possible score.

Method 1: Use the Greatest Hits in Chapter 9 of this book. In Chapter 9, you'll find a list of the 60 most common words we've seen on past exams, along with the primary textbook definition for each. These words are not meant to be a complete list, as College Board uses a large variety of words on the Digital SAT. However, the words on the list provide a great starting point for sharpening your vocabulary skills as you explore the Digital SAT more deeply.

Method 2: Create Your Own Greatest Hits. Throughout these chapters, you'll come across words in the passage and answers that you may not know, and sometimes this will even happen on non-Vocabulary questions. Create a physical or digital document to track these words. Whenever you encounter a word you're unfamiliar with on a practice Digital SAT question, add it to the list, along with a definition for how it was used on that question, and, optionally, a mnemonic device to help you remember that word. For example, the word *paucity*, which means scarcity or a lack of something, could be remembered by thinking of a *pauper*, or beggar.

Method 3: Read One Challenging Article/Short Story Per Day.

Publications such as *Forbes*, *National Geographic*, *The Economist*, and *The New Yorker* typically publish articles with reading levels equal to and, in many cases, higher than those of the Digital SAT's passages. Additionally, many Digital SAT passages are excerpts from novels, poems, and short stories written in the 1800s and early 1900s. The *Century Past Free Online Library* is a great website to find such passages.

By reading one such article or story per day as often as your schedule allows, you'll not only be exposed to difficult words that are often understandable through context, but you'll also train yourself to better sort through some of the more sophisticated Digital SAT passages as you look for the correct evidence to answer the question.

Generally, you don't want to add difficult words from poems or literature sources to your Greatest Hits (such as *distract*, *diurnal*, or *manifest* from the previous question). These passages may feature antiquated or difficult words, and since these passages aren't written by College Board, such words are not likely to appear outside of the individual passages in which you see them.

PURPOSE QUESTIONS

The next question type will ask you why the author wrote the passage or how a sentence functions in the passage. The Digital SAT doesn't require any outside reasoning on these questions either, as it's not really possible to know why any author does anything without asking them! Instead, Purpose questions are looking for the *most likely*, *best supported* reason that the passage or sentence was written or included. You may see just one of these questions or several of them, but in all cases, remember that the key is finding the evidence!

1. Read the Question.

2. Identify the Question Type. If you see the words *purpose*, *function*, or *structure* in the question stem, you have a Purpose question that is asking you why the passage was written, why a sentence was included, or how the passage is organized, respectively.

3. Read the Passage. As you read, focus particularly on sentence structure. Typically, each sentence within a passage has a role within the paragraph. Understanding what each sentence does and how each sentence connects to the ones before and after it is key to the following step.

4. Highlight What Can Help and Annotate.

- If a question asks for the “main purpose” of the passage, there is a main claim the author is making somewhere in the passage—each sentence will in some way contribute to this claim. You want to find and highlight this claim!
- If a question asks for the “function” of a sentence, the sentences before and after the indicated sentence will reference ideas that the sentence in question interacts with. Highlighting ideas that persist across the sentence before, the sentence itself, and/or the sentence after will help you understand those connections.
- If a question asks for the “overall structure” of the passage, it’s looking for a combination of the first two bullets. You’re still looking for the main claim the author is making, but you want to examine each sentence to see how that claim is supported. Look in particular to highlight words that show some type of chronology, comparison, or contrast between ideas.
- No matter what the prompt is, make sure to **Annotate!** Write down a simple description of WHY or HOW the author wrote the passage or included a sentence. A good tip is to write down both

the topic of the passage and any attitude the author seems to express towards that topic.

- **Use POE.** The most common traps on a Purpose question will be answers that use **Recycled Language** (repeating words verbatim from the passage but using those words differently from the passage), **Right Answer, Wrong Question** traps (answers that are supported by the passage but only describe the content of the passage and not the author's purpose in writing it), and **Opposites** (answers that express the opposite purpose or tone from what the author is trying to do).

 Mark for Review

3. In 1978, British biochemist Sir Philip Cohen was experimenting with a type of enzyme to understand how calcium activated that enzyme. He noticed a faint blue smear occurring at the bottom of the gel used in his experiments but had assumed it to be of little importance. After hearing another scientist's lecture, Cohen realized that calmodulin, a calcium-binding protein, was the source of the blue smear. His next experiments confirmed that calmodulin still appeared in his gels even after the gels had been boiled and was therefore heat stable. He correctly concluded that calmodulin mediated the activity of calcium within the enzyme.

Which choice best states the main purpose of the text?

☐ A To explain how misunderstood calmodulin is

☐ B To describe Cohen's realization regarding calmodulin

☐ C To illustrate how calcium-binding proteins function

D To place emphasis on the importance of calcium within enzymes

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as Purpose when you see the phrase “main purpose.” Yes, it’s sometimes that straightforward. You know that you want to understand the main point the author is making in this passage.

Next up, you **Read the Passage**. Remember—you’re not reading because it’s fun. You are *actively* looking for the main purpose of the passage. In general, there are three purposes that most authors will seek to fulfill: **inform**, **persuade/argue**, or **entertain** (the last of these, as we’re sure you’ll agree, is pretty rare on the Digital SAT).

Then, it’s time to **Highlight** evidence that can help you understand the author’s main purpose. The author focuses mainly on two ideas: *British biochemist Sir Philip Cohen* and his connection to the protein *calmodulin*. The critical statement to highlight that connects both of these ideas is *Cohen realized that calmodulin, a calcium-binding protein, was the source of the blue smear*. The passage goes on to **inform** the reader of the relevance of this discovery to Cohen’s experiments. Write in your **Annotation** box that the purpose of the passage is to “explain link between Cohen and calmodulin,” or whatever shorthand or abbreviation makes sense to you.

It’s time to use **POE**. Let’s be *purposeful* as we compare these answers to our annotation.

Choice (A) should be eliminated because it is **Extreme Language**: just because Cohen himself didn’t immediately recognize the blue smear does not mean that calmodulin is *misunderstood* by anyone to any notable extent.

Choice (B) should be kept because it's fairly consistent with the highlighting and annotation—this is exactly what the author does, just with different words from those used in the passage, as we've come to expect.

Choice (C) should be eliminated because it's **Half-Right**: you do learn a little about the role that one calcium-binding protein, calmodulin, performs, but the answer doesn't mention Cohen whatsoever. Too much of the passage focuses on Cohen and his work for him to not be part of the correct answer regarding the *main purpose* of the passage.

Choice (D) should be eliminated because it's **Recycled Language**, borrowing the phrase from *calcium within enzymes* almost verbatim from the end of the passage. The answer focuses neither on Cohen nor calmodulin, so it should be eliminated fairly quickly if you highlighted and annotated.

With three answers eliminated and only (B) remaining, you select (B) and thank Sir Cohen for his tireless efforts as you continue your own efforts to master this exam.

Purpose (Sentence Function)

The same approach can be used when a question asks how a sentence functions in the passage. Generally, if you focus on the sentences before and/or after the indicated sentence, you'll be able to highlight connections between ideas that keep the sentences flowing logically. From this logical flow, you'll be able to annotate the role that the indicated sentence performs.

4. The following text is from Alexandre Dumas's 1850 novel *The Black Tulip*. Cornelius, the main character, is in jail and is guarded by a turnkey, an older word for jailer.

Cornelius saw nothing but the golden brocade cap, tipped with lace, such as the Frisian girls wore; he heard nothing but some one whispering into the ear of the turnkey. But the latter put his heavy keys into the white hand which was stretched out to receive them, and, descending some steps, sat down on the staircase which was thus guarded above by himself, and below by the dog. The head-dress turned round, and Cornelius beheld the face of Rosa, blanched with grief, and her beautiful eyes streaming with tears.

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

- ☐ A It details the outcome of a conversation mentioned in the previous sentence.
- ☐ B It describes the specifics of the construction of the jailhouse.
- ☐ C It explains that an individual is debating his obligations to duty.
- ☐ D It introduces a claim that the following sentence further explains.



Watch Us Crack It

Check out the Video Walkthroughs in your online Student Tools to see and hear a Princeton Review teacher work through, step-by-step, this and other questions from this book.

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as Purpose when you see the phrase “function.” Typically, the question will ask for the function either of an underlined sentence or of a numbered sentence in the passage, such as the second or third sentence.

Next up, you **Read the Passage**. Pay specific attention to not just the sentence itself, but the sentences before and after. The ideas that repeat among these three sentences form the core of what you should highlight in the next step.

So, it's time to **Highlight** ideas that help you understand the sentence's function. The sentence before states that *Cornelius heard nothing but some one whispering into the ear of the turnkey*. In the underlined sentence, the turnkey *put his heavy keys into the white hand* of whoever was whispering to him and then went to go sit down. In the sentence after, the person who whispered *turned round* and was revealed to be Rosa, someone who is clearly saddened by Cornelius's situation in jail. With this, you can **Annotate** the function of the sentence: “explain what happens after whisper.”

It's time to **Use POE** and eliminate some *dysfunctional* answers.

Choice (A) should be kept because it's fairly consistent with your highlighting and annotation. It describes exactly what happens as a result of Rosa's whisper into the turnkey's, or guard's, ear.

Choice (B) should be eliminated because it's a **Right Answer, Wrong Question**. You do learn a little bit about the layout of this particular floor of the jail cell when the staircase is described, but based on the sentences before and after, this isn't the focus of the passage as the other two sentences don't expand on this idea.

Choice (C) should be eliminated because there is no mention of any *debate* that the guard is having. This answer is a **Beyond the Text** trap because you would hope a jail guard would probably heavily debate handing his keys to someone, but no mention of any such debate appears in the passage.

Choice (D) should be eliminated because it's **Half-Right**: the following sentence does indeed further explain the action from the underlined sentence. However, the underlined sentence doesn't make any actual *claim* or state any argument—it merely describes the action in the story.

With three answers eliminated and only (A) remaining, select (A) and hope the guard keeps his job after his questionable lack of judgment.

You can also be asked for the overall structure of the passage. Don't panic! You are still being asked for the purpose of the passage as a whole. Once you write down what the purpose is, the correct answer will describe what the author did in the passage to accomplish that goal. An example of one of these questions is included in the Reading Drill chapter.

The Purpose Bottom Line: You **MUST** remember that the question is looking for the *most supported* reason the author

wrote something—the author will likely not directly state “this is why I wrote this” in the story.

DUAL TEXTS QUESTIONS

The next question type will offer you two passages rather than one and ask how someone from the second passage would respond to an idea, person, or group from the first passage. These can seem intimidating at first, but all you are looking for is a single idea mentioned in the first passage that is commented upon by the second. It will be pretty obvious when you are faced with a Dual Texts question (after all, there will be two passages!), so we’ll modify the Basic Approach slightly to handle this unique question type.

1. **Read and Understand the Question.** The presence of two passages will make it clear that this is a Dual Texts question, but it’s still critical to make sure exactly who or what you should be focusing on in each passage.
2. **Read Text 1 and highlight the idea or viewpoint referenced in the question.** As you read, remember that there was a specific hypothesis, statement, or claim that was referenced by the question. For Text 1, you pretty much just need to find and highlight that idea.
3. **Read Text 2 and highlight the main idea or viewpoint towards the same information from Text 1.** Text 2 will typically feature an individual or group conducting an experiment or responding to the claim from Text 1 in some way. They could confirm the claim from Text 1, contradict it, or expand on it. Finding and highlighting the line or sentence in which Text 2 comments on the same idea that you highlighted from Text 1 is critical to understanding the connection between the passages.

4. **Write the relationship between the passages down in your Annotation box.** As stated before, this will typically be an agreement, disagreement, or explanation. More complex connections are possible, but it's a fair bet that the second passage will have one of those three reactions to the claim from the first!
5. **Use POE and eliminate answers that are inconsistent with one or both passages.** The most common trap answers on Dual Texts questions are **Opposites** (answers that take the opposite viewpoint that Text 2 expresses, such as agreeing with Text 1 when Text 2 actually disagrees) and **Extreme Language** (answers that take a stated opinion or claim further than the relevant passage can support).

Remember POOD: you typically only get one Dual Texts question (if any) on each module, so if you're concerned about the question being confusing or time-consuming, enter an answer and move on!

 Mark for Review

Text 1

Anxiety has long been considered a critical area of focus for those involved in both psychological analysis and behavior management. The traditional treatment for anxiety has been prescription medication. But what about situations when medication is ineffective or ill-advised? Psychologists continue to explore possible alternative treatments for anxiety to this day.

Text 2

Professor Spike W.S. Lee and his team have demonstrated a possible link between self-cleansing and anxiety reduction. They conducted a

study of 1,150 adults and showed each of them one of three different videos: how to properly wash hands, how to properly peel an egg, and how to properly draw a circle. The subjects were then all exposed to a series of situations meant to induce anxiety. Those individuals who had seen the handwashing video demonstrated consistently lower levels of anxiety than those who had seen either of the other two videos.

5. Based on the texts, how would Lee and his team (Text 2) most likely respond to the “traditional treatment” discussed in Text 1?

☐ A By noting that it may not be the only possible treatment by which an individual may reduce anxiety

☐ B By claiming that those who prescribe medication for anxiety completely ignore the emotional benefits of frequent handwashing

☐ C By stating that his team’s findings help establish handwashing as an alternative treatment to prescribed medication

☐ D By calling for other psychologists to focus their own efforts on how handwashing frequency increases with exposure to instructional videos



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Check out the Video Walkthroughs in your online Student Tools to watch a Princeton Review teacher work through this question step-by-step.

Here's How to Crack It

First, **Read and Understand the Question.** You need to first find what Text 1 says about the *traditional treatment* and then find HOW *Lee and his team* respond to it.

Next up, you **Read Text 1** and look for what it says about the *traditional treatment*. You can highlight that Text 1 states that *the traditional treatment for anxiety has been prescription medication*. Then, you need to **Read Text 2** and find Lee and his team's reply to this idea. The opening sentence of the passage states that Lee and his team *have demonstrated a possible link between self-cleansing and behavior management*. The passage goes on to say that *those who had seen the handwashing video demonstrated consistently lower levels of anxiety than those who had seen either of the other two videos*. These lines don't address prescription medication directly, but instead offer a different way someone may possibly reduce anxiety.

So, that becomes what you **Annotate**: write "Text 2 offers other possible method" in the annotation box. As with Purpose questions, try to keep these annotations short and sweet so you avoid straying too far from what the passage states—you are merely writing down exactly what Lee and his team did and nothing further.

Lastly, it's time to **Use POE**. One text, Dual Texts? It doesn't matter: three of the four answers won't be consistent with the claim and response that you **Highlighted** and **Annotated**.

Choice (A) should be kept because it's fairly consistent with our highlighting and annotation. Lee and his team do suggest an alternative *possible treatment* for reducing anxiety rather than *prescription medication*.

Choice (B) should be eliminated because it's **Extreme Language**. While Text 1 doesn't mention handwashing as a treatment for anxiety, the phrase *completely ignores* goes too far—there is no evidence that those who

prescribe medication don't consider handwashing to be emotionally beneficial.

Choice (C) should be eliminated because it's also **Extreme Language**. Lee's findings don't *establish* handwashing as an *alternative treatment* to prescribed medication. All Lee and his team's findings do is offer some evidence that self-cleansing, or at least watching videos about handwashing, may reduce anxiety levels. Much more work would need to be done for handwashing to be *established* as a true alternative. Keep an eye out for words like *established* or *proved*—these words often go too far even if they are not as obviously extreme as words like *completely* or *only*.

Choice (D) should be eliminated because it's **Recycled Language**. *Handwashing* and *videos* are taken directly from the passage, but the words around them are not supported. Nowhere in Text 2 do Lee and his team call *for other psychologists* to do anything. As logical as it is that Lee and his team may want other scientists to investigate this possible alternative treatment method, the passage never includes any such call to action (making this also a **Beyond the Text** trap).

With three answers eliminated and only (A) remaining, you select (A) and have taken a crucial step towards reducing your own anxiety on Dual Texts questions.

The Dual Texts Bottom Line: Keep the question in mind—if you remember that both passages will address the same claim or idea in some way and find that claim referenced both times, that's a major accomplishment.

Summary

- Always come up with your own word and phrase on Vocabulary questions and write it down in the annotation box before looking at the answer choices.
- Study vocabulary by using the Greatest Hits in Chapter 9, creating your own Greatest Hits, and reading challenging articles or older short stories, excerpts from novels, and poems.
- Make sure you are consistently finding the main claim the author makes in the passage for Purpose questions.
- Identify the claim/idea/hypothesis that both passages reference on Dual Texts questions. That is the best way to identify the link between the two passages.
- For all three of these question types, **annotation is critical**. Make sure you've written down a word, purpose, or relationship in the Annotation box to help you apply POE.
- Don't forget POOD and guessing. If the words in a Vocabulary question are too confusing or a Purpose or Dual Texts question looks too dense or time-consuming, consider marking the question for review. Make sure to enter an answer on questions you are not sure you'll make it back to.

Chapter 8

Reading Question Types 4–8: Information and Ideas

In this chapter, we'll take a look at the final five Reading question types you will see on the Reading and Writing section. Each of the question types in this chapter focuses on the information presented in the passage (or chart, as you'll see). These questions can ask you to find relevant information, find a main idea, find or support a claim, work with data in a table or graph, or choose a concluding sentence for the passage. For each type, we'll show how the Basic Approach can be adapted to maximize your score.

RETRIEVAL QUESTIONS

After Dual Texts, the next group of questions will switch up the focus of the Reading section. Two types of questions will be mixed together: Retrieval questions and Main Idea questions. Retrieval questions ask what the passage says that would be an answer to the question—you won't need to determine why the author included the information or how someone else would respond to it. On Retrieval questions, you'll often be able to go right to POE once you highlight the answer in the passage. With that in mind, let's examine the Basic Approach for Retrieval questions.

1. **Read the Question.**
2. **Identify the Question Type.** If you see the words *according to the text* or *based on the text* in the question stem, you have a Retrieval question that is asking you WHAT the passage said. The question could ask for many different types of details, such as why or how something happens, but these details will be something you can definitively find in the passage each time.
3. **Read the Passage.** As you read, focus on the person, place, or thing referenced in the question. You are looking for some detail about that person, place, or thing that will answer the question.
4. **Highlight What Can Help.** This is one of the most straightforward question types—you want to highlight what the passage actually offers as an answer to the question. Bear in mind that straightforward doesn't necessarily mean easy—you'll still need to read carefully and avoid highlighting details irrelevant to the question task.
5. **Use POE.** The most common traps on a Retrieval question will be answers that use **Recycled Language** (repeating words verbatim from the passage but using those words differently from the passage), **Beyond the Text** trap answers based on making outside assumptions

not supported by the passage, and **Extreme Language** answers that go beyond what the passage states.

 Mark for Review

1. The following is adapted from George Eliot's 1871 novel *Middlemarch*. The author is describing Dorothea Brooke, one of the central characters in the novel.

It had now entered Dorothea's mind that Mr. Casaubon might wish to make her his wife, and the idea that he would do so touched her with a sort of reverential gratitude. How good of him—nay, it would be almost as if a winged messenger had suddenly stood beside her path and held out his hand towards her! For a long while she had been oppressed by the indefiniteness which hung in her mind, like a thick summer haze, over all her desire to make her life greatly effective.

According to the text, what is true about Dorothea?

- ☐ A She is skeptical of Mr. Casaubon's career as a messenger.
- ☐ B She wants to know Mr. Casaubon's feelings towards summer.
- ☐ C She is enthused by the prospect of marriage to a particular individual.
- ☐ D She prefers marriage over other types of relationships.

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as Retrieval when you see the phrase *according to the text*.

Next up, you **Read the Passage**. As you read, have your mouse ready to highlight what the passage actually says about Dorothea.

The very first sentence, which you should **Highlight**, says that *it had now entered Dorothea's mind that Mr. Casaubon might wish to make her his wife, and the idea that he would do so touched her with a sort of reverential gratitude*. The next two sentences pretty much double down on having Dorothea ponder how much better her life will be if she becomes Mr. Casaubon's wife. Simply stated, the best answer will be as consistent as possible with that opening sentence, and the three wrong answers will have some flaw that makes them inconsistent.

It's time to **Use POE**. Three of these four answers won't be consistent with what we retrieved from the passage.

Choice (A) should be eliminated for multiple reasons. First, *skeptical* is the **Opposite** tone of *reverential gratitude*, which is positive. Second, *messenger* is **Recycled Language**—the passage doesn't state that Mr. Casaubon's career is that of a messenger. Instead, it uses *winged messenger* as part of a description for *how good* Dorothea believes Mr. Casaubon's proposal of marriage would be for her.

Choice (B) should be eliminated because it's also **Recycled Language**. *Thick summer haze* is used in the passage to describe Dorothea's negative mental state before realizing that Mr. Casaubon might propose and has nothing to do with Mr. Casaubon's *feelings towards summer* as a season.

Choice (C) should be kept because it's consistent with the positive emotions towards the proposal that you highlighted in the opening sentence.

Choice (D) should be eliminated because it is a **Beyond the Text** trap answer. Dorothea is certainly excited by the prospect of marriage, but the passage doesn't give any information regarding any other types of relationships Dorothea might be considering and which type of relationship would be her preference.

With three answers eliminated and only (C) remaining, select (C) and hope that Dorothea and Mr. Casaubon experience a long, happy life together. Or, just move on to the next question type.

The Retrieval Bottom Line: *According to the text or based on the text* means that the passage needs to provide the answer to the question. Don't overthink or try to make deductions from what you read. Compare the answer you find in the passage directly to the four answer choices and use POE.

MAIN IDEA QUESTIONS

Mixed in with the Retrieval questions, Main Idea questions also ask what the author said. The difference is that Main Idea questions are looking for the single sentence or idea that is the main focus of the passage rather than a detail about a character or thing. This should be the sentence or idea that all of the other sentences and ideas are connected to. Many times, this will be the first or last sentence of the paragraph, but College Board can place the main idea anywhere. As you read, ask yourself, "Which sentence do all of the other sentences build onto or build off of?"

1. Read the Question.

2. **Identify the Question Type.** If you see the words *main idea* in the question stem, you have a Main Idea question that is asking for the central idea of the passage. This can be explicitly stated in a single sentence, but it can also be a summary of the statements made in the passage, especially if the author is describing an experiment or telling a chronological story.
 3. **Read the Passage.** As you read, focus on the person, place, or thing that is the central idea of the passage. This should be an idea that each sentence describes or expands upon in some way.
 4. **Highlight What Can Help.** This is another one of the more straightforward question types—you want to highlight the topic on which the passage focuses the most. Make sure you’re not putting too much emphasis on a single detail. For instance, the author may describe a work from a famous environmentalist in one line, but if the rest of the lines don’t expand on that work but rather describe the environmentalist’s entire career, the work is not the main idea. Instead, the main idea would be the environmentalist’s career as a whole.
 5. **Use POE.** The most common traps on a Main Idea question are **Right Answer, Wrong Question** (answers that focus on an accurate detail that is not the main focus of the other sentences as we described in Step 4), **Recycled Language** (repeated words that are used differently in the answer than in the passage), and **Beyond the Text** answers (conclusions that seem logical but are not ideas supported directly by the passage itself).
-

 Mark for Review

2. Fire photography, the practice of taking photographs of firefighting operations, has numerous applications in both occupational safety and

criminal investigation. Fire photographers can also work with fire departments directly. Despite their numerous job prospects, all fire photographers must first and foremost undergo rigorous safety training before setting foot into the field.

Which choice best states the main idea of the text?

- ☐ A Advanced cameras can now take pictures from a much safer distance than fire photographers can.
- ☐ B Although there are numerous possible career paths for fire photographers, they must prioritize safety given the nature of their jobs.
- ☐ C While there are many possible career paths, most fire photographers prefer working directly with fire departments.
- ☐ D Fire photographers have been charged with documenting fires for a century.

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as Main Idea when you see the phrase “main idea.”

Next up, you **Read the Passage**. As you read, ask yourself what person, place, or thing is discussed in each sentence. Every single sentence here is about *fire photography* in one way or another.

The last sentence, which you should **Highlight**, says that *Despite their numerous job prospects, all fire photographers must first and foremost undergo rigorous safety training*. Notice how this not only captures the multiple career opportunities of fire photographers that the other two

sentences mention but also adds a detail about how *all fire photographers... must undergo rigorous safety training*, regardless of career choice.

Once more, it's time to **Use POE**. Compare the answers to the main idea you found in the passage.

Choice (A) should be eliminated because it's a **Beyond the Text** trap answer: as likely as it is that technology has reduced the need for fire photographers to put themselves in harm's way in some cases, the passage makes no mention of any *advanced cameras*.

Choice (B) should be kept because it's consistent with our highlighting. As you've seen several times in these chapters, it paraphrases the passage rather than repeats it directly, but the meanings of both our highlighted sentence and (B) are identical, or at least very close.

Choice (C) should be eliminated because it's **Half-Right**: *numerous career paths* is consistent with our highlighting, but the second half of the answer contains **Recycled** and **Extreme Language**. *Fire photographers, fire departments, and directly* are taken verbatim from the passage, but it's never stated that *most fire photographers prefer working with fire departments directly*.

Choice (D) should be eliminated because it is a **Beyond the Text** trap answer. While it sounds logical that fire photographers have been doing their jobs for as long as photographic equipment became portable enough to go out into the field, the passage offers no statement on how long fire photographers have been doing their jobs.

With three answers eliminated and only (B) remaining, you select (B) and have successfully doused the fires of uncertainty regarding Main Idea questions.



The Main Idea Bottom Line: Search for and highlight the person, place, or thing that each sentence seems to be discussing or describing. While Main Idea questions are different from Purpose questions, both are concerned with finding the main focus or topic of the passage. Avoid latching onto a single detail as a main idea.

CLAIMS QUESTIONS

The next question type asks which answer would best illustrate, support, or weaken a claim made by the author or someone in the passage. Note that these questions are often interspersed with the next question type, **Charts**, but luckily, the skills you need for these two question types are similar. As with Retrieval and Main Idea questions, your main job here will be to identify the claim made by the author in the passage without any regard to the structure or purpose of the passage. However, you'll need to perform the exact task required by the question and keep a razor-sharp eye as you use POE: it only takes one word or phrase to make an answer do the opposite of what was intended!

1. **Read the Question.** As you read the question, pay special attention to whether you'll be *illustrating*, *supporting*, or *weakening* some idea from the passage.
2. **Identify the Question Type.** There are a few different ways College Board can ask a Claims question, but most commonly, you'll see language in the question looking for something to *illustrate*, *support*, or *weaken* someone's *claim*, *hypothesis*, *argument*, or *prediction*. These questions can also reference a *quotation* from the passage that accomplishes a goal. When this happens, the passage will be quite short, but the answers will be longer to compensate.

3. **Read the Passage.** As you read, focus on finding the claim or argument referenced by the question. In a longer passage, this claim is likely to be part of the passage’s main idea. In a shorter passage asking about a quotation that illustrates the claim, the claim itself will precede the colon and the blank in the question stem.
 4. **Highlight What Can Help.** Your only job here is to highlight the claim, theory, argument, etc., referenced by the question stem, regardless of whether you need to illustrate it, strengthen it, or weaken it.
 5. **Use POE.** The most common traps on a Claims question are **Half-Right** answers that only address part of the claim from the question and **Opposite** answers that would weaken when they are supposed to support the claim and vice versa. On longer Claim passages, you’ll also see answers include **Extreme Language** or make **Beyond the Text** assumptions that are unsupported by the passage.
-

 Mark for Review

3. “A Dry Spell” is a 1905 short story by Einar H. Kvaran. In the story, the narrator and his companions wait out an ongoing rain torrent in a store where they work as clerks. In his musings, the narrator expresses a desire for the presence of individuals that he formerly considered an annoyance: _____.

Which quotation from the narrator’s musings best illustrates the claim?

A “We sat there and smoked, staring vacantly at the half-empty shelves, and all but shivering in the damp room.”

B “We made clever comments to the effect that the farmers were now getting plenty of moisture for the hay-fields, and that it would be a pity if rain should set in now, right at the beginning of the haying season.”

C “We were tired of the store—indeed, I should like to know who would have enjoyed it.”

D “We had often cursed their lengthy visits, but now that they had hired themselves out during the haymaking, we suddenly realized that they had often been entertaining.”

Here's How to Crack It

As you **Read the Question**, notice that it is specifically looking for a quotation, so scrutinizing the answers will be key. You can **Identify the Question Type** as Claims by the phrase *illustrates the claim*.

Next up, **Read the Passage**. As you read, remember that if the Claims question has a blank at the end of it, the claim will typically be right before it, as is the case here.

Sure enough, you want to **Highlight** the claim that the quotations from the answers should illustrate. In this case, *the narrator expresses a desire for the presence of individuals that he formerly considered an annoyance*. The correct quotation should mention a group that the narrator formerly didn't want around but now does.

Lastly, it's time to **Use POE**. Quotations in Claims questions will be among the longer answer choices you'll need to deal with, so double down on how carefully you read.

Choice (A) should be eliminated because it doesn't mention any group besides the group of people inside the store, of which the narrator is one. You are looking for a group the narrator now wishes was there but is not.

Choice (B) should be eliminated because it is **Half-Right**: while it references a group that the narrator and his fellow clerks make fun of, the answer never includes any mention of a *desire for the presence* of those individuals now. Make sure to read all the way to the end of each quotation and make sure it does every job stated in the claim!

Choice (C) should be eliminated because, like (A), there is no mention of any group besides the narrator's. Furthermore, the negative emotions presented are towards the store, and not any other group of people.

Choice (D) should be kept because it's consistent with the claim. *We had often cursed their lengthy visits* could support *annoyance* at whoever *they* are, and the narrator and his group stating that they *suddenly realized that they had often been entertaining* supports that the presence of this group may be welcome during the dreary storm the narrator and his group are experiencing. Notice that the quotation doesn't directly state that the narrator necessarily wants this group here at this moment, but out of the four options, it *best illustrates* the claim, rather than directly restating or proving it.

With three answers eliminated and only (D) remaining, you select (D) and clear yet another Digital SAT storm cloud.

The Claims Bottom Line: Focus on finding the claim and what the question asks you to do to it. Remember that the answers to a *support* or *weaken* question do NOT need to be supported by the passage but rather, if true, would *best* support or weaken the claim in the passage.

CHARTS QUESTIONS

As mentioned before, Charts questions are interspersed with Claims questions, though you won't necessarily see both in the same module. Like Claims questions, Charts questions will ask you to illustrate, support, or weaken some claim. The biggest difference between the types is that here you'll be reading some information from a table or graph in addition to the passage. As with Dual Texts, it will be pretty clear when you are asked a Charts question, so we'll once again modify the Reading Basic Approach slightly to make sure you catch everything needed to earn these points!

- 1. Read and understand the question.** As with Claims questions, make sure you understand whether you're being asked to *illustrate*, *support*, or *weaken* a statement from the passage.
- 2. Read the title, key/legend, variables, and units in the chart.** Orienting yourself to the graph before you are influenced by the passage or answers will ensure you don't jump to any conclusions and are able to efficiently process the chart again once you're starting to use POE.
- 3. Read the passage and look for the same information you saw in the chart.** Much of the passage will describe the setup or background to the data in the chart. What you're actually looking for is when the author references the same variables or values as in the chart and makes some statement regarding them.
- 4. Highlight the claim or conclusion made regarding that same information.** Once you've found the claim in question, highlight it. Often, it will appear towards the end of the passage. Also, if a summary of the passage is more helpful to you than a long-winded claim, don't forget about your Annotation box and write a note to yourself if it is helpful.

5. Use **POE**. The most common trap answer on Charts questions is **Right Answer, Wrong Question**. Most of the answers to the question are accurate representations of the information from the chart but fail to address the claim that they are supposed to be illustrating, supporting, or weakening. These answers can focus on the wrong variable entirely or only focus on one variable when they need to focus on two. Answers can also be **Half-Right** for only addressing some of the claim, especially if the author names multiple conditions in their statement. Lastly, wrong answers can offer the **Opposite** relationship of the one proposed by the passage, especially in the case of needing to support or weaken a claim.

 Mark for Review

Nutritional Information for Skim Cow's Milk and Unsweetened Oat Milk Based on a 1 Cup Serving

Milk type	Skim cow's milk	Unsweetened oat milk
Calories	90	90
Fat (g)	0	1.5
Sodium (mg)	130	120
Sugars (g)	12	4

4. In the field of nutrition, skim cow's milk and unsweetened oat milk are two popular substitutions for whole milk, which can be too high in fat and cholesterol for some individuals. Each whole milk substitute goes through different processes that affect its final nutritional value. For instance, unsweetened oat milk is made by straining a blend of rolled oats (which have less sugar than cow's milk) and water. A scientist theorized that because skim milk is whole milk that has been

run through a centrifuge to separate out all of the fat droplets, it would likely have less fat content but higher sugar content than would unsweetened oat milk.

Which choice most effectively uses data from the table that support the scientist's hypothesis?

☐ A The skim cow's milk has higher sugar content than fat content, but it also contains more sodium than does unsweetened oat milk.

☐ B Both the skim cow's milk and the unsweetened oat milk's sodium contents were over 100 milligrams per cup.

☐ C The skim cow's milk and unsweetened oat milk both contain 90 calories in an average 1 cup serving.

☐ D The unsweetened oat milk has lower sugar content but higher fat content than does the skim cow's milk.

Here's How to Crack It

As you **Read and understand the question**, note that the question asks you to *support* the scientist's hypothesis using *data from the table*.

Next up, **Read the title, key/legend, variables, and units from the table or graph**. Not every chart has all of this (this two-way table has no key or legend), but you want to understand as much as you can. This chart shows *Nutritional Information for Skim cow's milk and Unsweetened oat milk*, and it shows *Fat* and *Sugars* in grams and *Sodium* in milligrams. You head into the passage fully expecting the scientist to make some claim about one or more of these terms.

As you **Read the passage and look for the same information**, notice that most of the passage simply offers some background to the data. While this

must be read in case the theory or claim has multiple aspects to it, keep pushing your eyes forward and find the *scientist's hypothesis* regarding the information from the table.

Highlight that the *scientist theorized that because **skim milk** is whole milk that has been run through a centrifuge to separate out all of the fat droplets, it would likely have **less fat content but higher sugar content** than **unsweetened oat milk***. The bolded segment at the end is the actual piece of the theory that references the information from the table, so you know this is the sentence to focus on.

You know what's coming: it's time to **Use POE**. Consider these answers one at a time and compare them to the table AND what you highlighted.

Choice (A) should be eliminated because while it's consistent with the table, it does not address the claim. The claim focuses on the differing fat and sugar contents of skim cow's milk and unsweetened oat milk, while (A) only focuses on the fat and sugar content in skim cow's milk. Additionally, sodium is not relevant to the claim.

Choice (B) should be eliminated because it is **Right Answer, Wrong Question**. The answer is perfectly consistent with the chart but isn't at all referencing the highlighted claim, which asks you to focus on differing *fat* and *sugar content* for the two milks, not *sodium content*.

Choice (C) should be eliminated because it is also **Right Answer, Wrong Question**. It's completely true based on the chart, but the claim offers no link between *calories* and how calorie count would affect differences in *fat content* and *sugar content* for the two milks.

Choice (D) should be kept because it's consistent with the table AND the claim. Unsweetened oat milk has *lower sugar content* (4 grams to unsweetened cow's milk's 12 grams) *but higher fat content* (1.5 grams to

skim cow's milk's 0 grams). A correct answer won't always repeat the claim exactly but will offer a statement consistent with the claim.

When doing POE, remember that the answer needs to reference the terms mentioned in the claim. Since the claim deals exclusively with fat and sugar content, (B) and (C) can be eliminated immediately for referencing sodium and calories, respectively.

With three answers eliminated and only (D) remaining, you select (D) and wonder why you must work your way through charts about milk on the Digital SAT instead of just enjoying some cereal.

The Charts Bottom Line: The correct answer to a Charts question needs to be consistent with both the chart AND the passage. There can (and usually will) be several answers consistent with the chart, but only one will also be consistent with the stated claim in the passage.

CONCLUSIONS

The last question type is very similar to the Claims question type that you saw earlier: it will ask you to complete the passage. However, rather than asking you to potentially *illustrate*, *support*, or *weaken* some claim, Conclusions questions are always asking you the same thing: which of the four answers is a logical conclusion based on all of the other sentences given in the passage? You just need to read for the main claim made or investigated by the author and choose a conclusion that is logically consistent with both the claim and anything the author includes or discovers

in relation to the claim. This sounds thrilling, we know, so let's see how the Basic Approach can help you.

1. Read the Question.

2. Identify the Question Type. If a question says *Which choice most logically completes the text*, you know that you have a Conclusions question. Almost every Conclusions question is phrased this way, though we have also seen "Which choice best describes X as presented by the text?" Either way, you're being asked to include a logical summary or final statement consistent with everything described in the passage.

3. Read the Passage. Here, the central claim or statement made by the author or group is likely to be followed up by some additional data or information. This information could support or contradict the original claim, but either way, you'll need to read the entire passage to make sure you catch those wrinkles in the story!

4. Highlight What Can Help. There are two helpful things to highlight on Conclusions questions: the claim itself and, as mentioned, the additional data or information that sheds more light, for better or worse, on the claim. Similarly, if the question instead asks you to describe someone or something, you'll want to catch each major point made about that person or thing, as the correct answer should be a summary that captures all of the main points made by the passage.

5. Use POE. The most common trap answer on Conclusions questions is **Recycled Language**, as College Board is counting on you to only look for matching words but not matching ideas. You'll also see **Right Answer, Wrong Question**, as wrong answers can focus on a single detail from the passage rather than serve as a conclusion to the entire passage. Lastly, you'll see **Beyond the Text** trap answers, as logical or real-world conclusions that are not supported by the passage can really

seem justified unless you double down on your highlighting and remember that you are here to eliminate answers, not justify them!

 Mark for Review

5. Western honeybees (*Apis mellifera*) are social insects that live inside rigid colonial nests made from wax, which can make it difficult to observe bee behavior within the colony. Bees typically form colonies with thousands to tens of thousands of bees, the weight of which would seem to place immense strain on the nest structure. Using an X-ray machine, researchers at CU Boulder have observed that swarms of *A. mellifera* inside the nest will form pyramids of bees, with larger numbers of bees at the base of the pyramid and fewer bees in each level as you move up the swarm. These researchers therefore imply that _____.

Which choice most logically completes the text?

☐ A the pyramids formed by *A. mellifera* swarms may reduce strain on the nest structure.

☐ B any individual *A. mellifera* bee can be in danger of suffocation by the rest of the bee swarm.

☐ C improving the numbers of *A. mellifera* requires Western intervention.

☐ D colonial nests enable *A. mellifera* to produce high quantities of wax.

Here's How to Crack It

As you **Read the Question**, you can also **Identify the Question Type** as a Conclusions question because it asks you to *logically complete the text*.

As you **Read the Passage**, be on the lookout for some claim or statement regarding the main focus of the passage. The main focus here is the *Western honeybee*.

Highlight that the *weight of the bee colony would seem to place immense strain on the nest structure*. This statement is very much like a claim—even though it’s more fact than opinion or argument, it’s still a topic that the passage will explore further. Later, also **Highlight** that *swarms of *A. mellifera* inside the nest will form pyramids of bees, with larger numbers of bees at the base of the pyramid and fewer bees in each level as one moves up the pyramid*. The correct answer will be consistent with both the statement made in the passage and the observations highlighted by the researchers towards the end.

As always, the conclusion of these steps is to **Use POE**. Three of the four answers won’t be consistent with all of that highlighting.

Choice (A) should be kept because it’s consistent with both items you highlighted. Notice how, very importantly, the answer says *may* reduce the strain rather than *will* reduce the strain. The passage doesn’t support that there is a definitive connection between the two, but the answer’s use of the word *may* allows you to keep it and continue using POE.

Choice (B) should be eliminated because it is a **Beyond the Text** trap answer. As logical as it is to assume that *any individual* bee could be in *danger of suffocation* given the quantity of bees, the author never mentions *suffocation* or anything like it in the passage.

Choice (C) should be eliminated because it contains **Recycled Language**. *Western* is used in the passage as part of the name of the bee species, not as

an identifier for a region of the world, and the bee's numbers are not stated to be in need of *intervention*.

Choice (D) should be eliminated because it also contains **Recycled Language**. The passage states that the *colonial nests* are made **from** wax, not that the *colonial nests enable* the bees to produce *high quantities of* wax. Even if this were true in the real world, this answer ignores the central question and observation regarding the strain placed on the nest and the pyramid structure that the bees form.

With three answers eliminated and only (A) remaining, you select (A) and tell the Digital SAT to mind its own beeswax.

The Conclusions Bottom Line: The correct answer on a Conclusions question **MUST** take into account all of the information presented in the passage. These questions, therefore, can require more highlighting than other question types. Above all else, eliminate answers that aren't consistent with that highlighting and don't look to justify answers—look to eliminate them!

Summary

- You should **Annotate** whenever a summary or paraphrase of the passage would be helpful when using POE.
- Retrieval questions require you to look for what the author said about a topic or why something occurred in the story.
- Main Idea questions require you to look for the central person and/or idea that the author focuses on in each sentence.
- Claims questions are interspersed with Charts questions and ask you to illustrate, support, or weaken some claim in the passage.
- Charts questions are interspersed with Claims questions and ask you to select data from a table or graph that illustrates, supports, or weakens a claim.
- Conclusions questions always come last and ask for a concluding sentence to a series of ideas or a summary of the passage's main points.
- Don't forget POOD and guessing. If a chart looks intimidating or a passage is so dense that it's hard to find a claim to strengthen or weaken, enter an answer and move on!

Chapter 9

Advanced Reading Skills

In this chapter, we'll run through four different areas of the exam that you can focus on to further improve your score. Keep in mind that if you're following the Basic Approach and adapting it to the eight question types we discussed in the last two chapters, that should be enough to earn you a good chunk of the points that you may have been missing. However, sometimes difficult vocabulary, appealing trap answers, dense poetry, and complicated sentence structure can really affect your ability to find correct answers within the passage and use POE. This chapter seeks to offer a solution to each of those issues to keep your score and spirits improving.

VOCABULARY: PLAYING THE GREATEST HITS

As we discussed back in Chapter 7, Vocabulary is one of the most frequent of the eight question types, which means that you'll likely be able to notice the difficulty increase (unlike with other question types that may have only 1 or 2 questions in an RW module). Similarly, should you do well enough on RW Module 1 to get the harder RW Module 2, you'll notice more difficult vocabulary words. In Chapter 7, we mentioned that creating a Greatest Hits list is a great way to start familiarizing yourself with words that you've seen and want to remember for next time. Here, we'll do our part as well: below is a list of words we've seen show up frequently on official SAT exams or released College Board products.

Spending 5–10 minutes a day EVERY DAY on our Greatest Hits, your own Greatest Hits, or a combination of both is the best way to improve your vocabulary and potentially boost your RW score!

Word: *adhere*

Part of Speech: verb

Definition: to believe in and follow the practices of

Example: It can be difficult to *adhere* to a workout regimen without coaching and discipline.

Word: *advocate*

Part of Speech: verb

Definition: to publicly recommend or support

Example: Upon his appointment, the new vice president of the company promised to *advocate* for increased vacation time for all employees.

Word: *allude*

Part of Speech: verb

Definition: to suggest or call attention to indirectly; to hint at

Example: I didn't mean to *allude* to your past breakup when discussing celebrity romances that ended badly.

Word: *ambivalence*

Part of Speech: noun

Definition: the state of having mixed feelings or contradictory ideas about something or someone

Example: Understandably, Jillian struggled with *ambivalence* regarding the group project: she loved working with her friends but felt that the work was never divided evenly.

Word: *analogous*

Part of Speech: adjective

Definition: comparable in certain respects, typically in a way which makes clearer the nature of the things compared

Example: The rocking of a ship against the waves has been described by some as *analogous* to the ups and downs of a rollercoaster ride.

Word: *anecdote*

Part of Speech: noun

Definition: a short amusing or interesting story about a real incident or person

Example: Our professor opened the semester with a number of humorous *anecdotes* about excuses he has heard from students who missed class.

Word: *apprehensive*

Part of Speech: adjective

Definition: anxious or fearful that something bad or unpleasant will happen

Example: Lauren was *apprehensive* about her upcoming violin recital: she had practiced enough but had never performed in front of more than four or

five people.

Word: *arbitrary*

Part of Speech: adjective

Definition: based on random choice or personal whim, rather than any reason or system

Example: The town's enforcement of parking rules felt *arbitrary*, as some days the rules would be strictly enforced and other days it seemed impossible to get a ticket no matter how severe the infraction.

Word: *assert*

Part of Speech: verb

Definition: to state a fact or belief confidently and forcefully

Example: After listening to the rest of the board members shout over each other, Dominic felt the need to *assert* that this time could have been better spent offering practical solutions to the issue.

Word: *bias*

Part of Speech: noun

Definition: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

Example: Though she promised to be free of *bias*, it became evident very quickly that my mom preferred a dog over a cat as a potential pet.

Word: *brevity*

Part of Speech: noun

Definition: concise and exact use of words in writing or speech

Example: Sabrina's notes were known for their *brevity*, as entire concepts were often summed up into a small series of words and phrases.

Word: *buttress*

Part of Speech: verb

Definition: to increase the strength of or justification for; to reinforce

Example: The commissioner has promised to train 30 new recruits by the end of the year in order to *buttress* the police force as the city's borders expand.

Word: *concede*

Part of Speech: verb

Definition: to admit that something is true or valid after first denying or resisting it

Example: After an intense debate, I was forced to *concede* that my opponent had a strong argument regarding the need for district-wide budget reallocation.

Word: *consensus*

Part of Speech: noun

Definition: a general agreement

Example: With everyone wanting a different cuisine, the group of friends found it nearly impossible to come to a *consensus*.

Word: *corroborate*

Part of Speech: verb

Definition: to confirm or give support to (a statement, theory, or finding)

Example: The thief claimed to have an alibi at the time of the crime but could not produce any friend or family to *corroborate* his story.

Word: *decisive*

Part of Speech: adjective

Definition: settling an issue; producing a definite result

Example: Megan scored a *decisive* victory for her field hockey team, netting four goals in just the first half of the game.

Word: *deference*

Part of Speech: noun

Definition: humble submission and respect