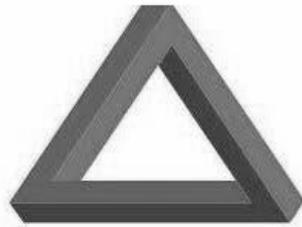


# SAT FOUNDATIONS



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PROWESS TEST  
PREP, LLC

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## Getting to know the SAT

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### What is the SAT and what is its purpose?

- The SAT is a standardized test that measures your abilities in math, reading and writing.
- The SAT levels the playing field. Because all high schools are not equal in terms of course offerings, curriculum, grading scale colleges use the SAT as a scale by which to compare all students equally.

### How important is the SAT in terms of the colleges I apply to?

- The SAT is the second most important factor in a college's decision to accept you next to GPA.

### When and where is the test given?

- The test is offered 8 times a year in Aug, Oct, Nov, Dec, January, March, May, June.
- The test is usually given in *select* high schools.

### How do I register for the test?

- To register, go to [www.collegeboard.org](http://www.collegeboard.org)

### What is the format of the test?

- There are 4 sections: 1 reading, 1 writing and 2 math (one allows a calculator and one does not).
- There is also an optional essay section that comes at the end.

### How is the test scored?

- **Math** – graded on a scale ranging from 200-800
- **Reading and Writing** – graded on a scale ranging from 200-800
- **Essay** is a separately scored essentially on a scale out of 12

### What score should I seek?

- It depends on the college. For any school, you can simply google "(school name) + SAT score"
- The 50<sup>th</sup> percentile score on the SAT is roughly 1000 (or 500 per subject area)
- The 80<sup>th</sup> percentile score on the SAT is roughly 1200 (or 600 per subject area)
- The 90<sup>th</sup> percentile score on the SAT is roughly 1300 (or 650 per subject area)

### What is super-scoring?

- Most colleges use this. If you take the test multiple times, colleges will mix and match the best 3 subject areas – math, critical reading and writing – from each of the tests taken.

# Math Strategy



# SAT Math General Strategy



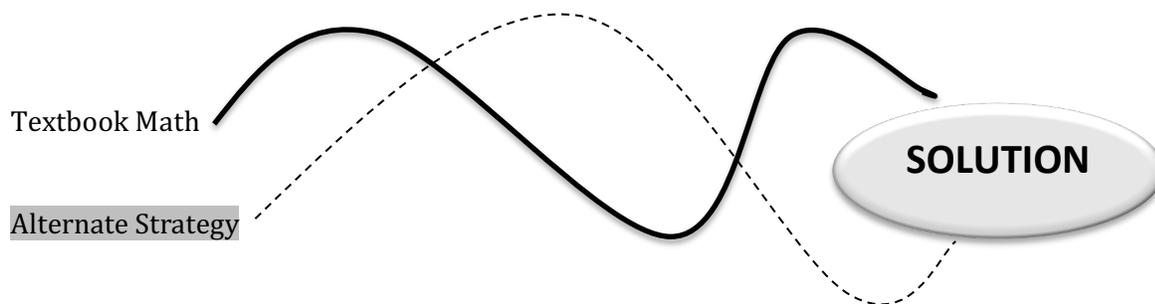
Know the 'two peak terrain' of difficulty as you move from multiple choice to **grid-in** questions.

	1	2	3	4	5	6	7	8	9	10
Section 3 (25 min)	11	<b>12</b>	13	<b>14</b>	<b>15</b>	<b>16</b>	17	18	19	<b>20</b>
	1	2	3	4	5	6	7	8	9	10
Section 4 (55 min)	11	12	13	14	15	16	17	<b>18</b>	19	20
	21	<b>22</b>	23	24	<b>25</b>	<b>26</b>	<b>27</b>	28	<b>29</b>	<b>30</b>
	<b>31</b>	32	33	34	35	<b>36</b>	37	<b>38</b>		

With terrain in mind, decide on a game plan that maximizes questions answered

- Go in order (but hop over the tough ones)
- Skip the "3<sup>rd</sup> quarter"
- Grid-ins first

Know the **alternate strategies** that are your 2<sup>nd</sup> path to some solutions



Your **alternate strategies** come in three main forms on the SAT:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# SAT Math General Strategy



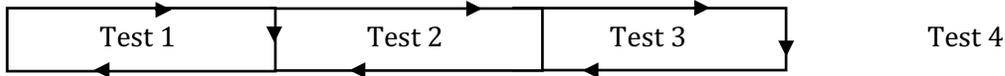
**Study tip #1 - Build a *book catalogue* or *phone catalogue* of missed questions as you take tests.**



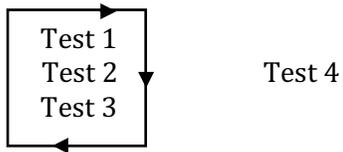
**Study tip #2 - Red circle / Blue circle**

- Red Circle for anything missed due to *difficult math*
- Blue Circle for anything missed due to *careless errors* (misreading, flip-flopping, etc.)

**Study tip #3 - Build *fluency* by ‘running laps’ through your catalogue before each new test.**

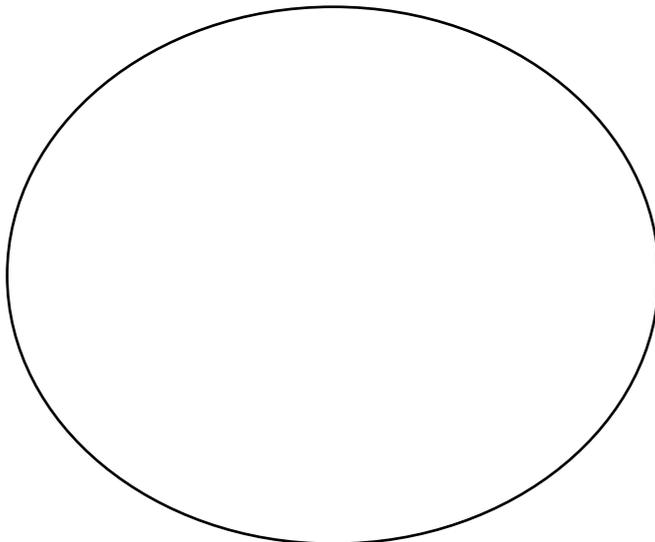


**Study tip #4 - Build a concepts/formulas sheet and run a lap through it before each new test.**



**Study tip #5 - Have patience. It takes getting to your 3<sup>rd</sup> or 4<sup>th</sup> test before problems start to “repeat.”**

Pool of all SAT Questions



# Strategy 1: Choose numbers

**Choosing numbers** means replacing an *abstract idea* with a *concrete number*



Abstract

- “The integer  $x \dots$ ”
- “An even number  $\dots$ ”
- “A negative integer  $n \dots$ ”
- “The cost of a television  $\dots$ ”
- “Jeff’s hourly wage  $\dots$ ”

Concrete

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Choosing numbers is a possibility in any situation with an \_\_\_\_\_**

**Consider two important issues when you choose numbers:**

- \_\_\_\_\_
- \_\_\_\_\_

**Warm up examples:**

**1.** A number  $r$  is increased by 5 and the result is multiplied by 5. This result is decreased by 5. Finally, that result is divided by 5. In terms of  $r$ , what is the final result?

- (A)  $r - 5$
- (B)  $r - 1$
- (C)  $r$
- (D)  $r + 4$
- (E)  $5(r + 5)$

Choose an  $r$ :

So the ‘final result’ =

**2.** If  $\frac{4a}{b} = 2$ , what is the value of  $\frac{8b}{a}$

- (A) 4
- (B) 8
- (C) 16
- (D) 32

Choose a:    Choose b:

So  $\frac{8b}{a} =$

## Strategy 1: Choose numbers (Algebraic Expressions)

**Choosing numbers** is an excellent strategy in the high-level algebra questions . . .

- 3.** If  $x > 2$ , which of the following is equivalent to

$$\frac{1}{\frac{1}{x+4} + \frac{1}{x-2}}?$$

- (A)  $x^2 + 2x - 8$   
 (B)  $2x + 2$   
 (C)  $\frac{2x+2}{x^2 + 2x - 8}$   
 (D)  $\frac{x^2 + 2x - 8}{2x+2}$

- 4.** The expression  $\frac{9x-5}{x+2}$  is equivalent to which of the following?

- (A)  $\frac{9-5}{2}$   
 (B)  $9 - \frac{5}{x+2}$   
 (C)  $9 - \frac{5}{2}$   
 (D)  $9 - \frac{23}{x+2}$

- 5.** If  $x - 2y = 10$ , what is the value of  $\frac{2^{2y+12}}{2^x}$

- (A)  $2^2$   
 (B)  $2^{10}$   
 (C)  $2^{12}$   
 (D)  $2^{22}$

$$y^3 - 7y^2 + 3y - 21$$

- 6.** Which of the following is equivalent to the expression shown above?

- (A)  $(y - 7)(y + 3)$   
 (B)  $(y - 7)(y^2 + 3)$   
 (C)  $3y(y - 7)$   
 (D)  $3y^2(y - 7)$

# Strategy 1: Choose numbers

(Functions)

Reveal qualities of a function by **choosing numbers** for the \_\_\_\_\_

$$N = 15h + 1350$$

7. The growth rate of bacteria in a petri dish is modeled by the function above. The number of bacteria cells  $N$  is expressed in terms of  $h$ , the number of hours since the start of the experiment. Based on the model, what is the estimated increase in number of bacteria cells each hour?

- (A) 15  
(B) 90  
(C) 1350  
(D) 1365

$h = 1$  leads to  $N =$  \_\_\_\_\_

$h =$  \_\_\_\_\_ leads to  $N =$  \_\_\_\_\_

8. Which of the following equations has a graph in the  $xy$ -plane for which  $y$  is always less than or equal to  $-1$ ?

- (A)  $y = (x - 1)^2$   
(B)  $y = -1 - |x|$   
(C)  $y = |x - 1|$   
(D)  $y = x - x^2$

9. The cost of using the internet is a \$5 flat fee, plus \$0.10 for every minute of use. Which of the following represents the cost,  $c$ , in dollars, for  $h$  hours of internet use?

- (A)  $c = 5 + 0.10\left(\frac{h}{60}\right)$   
(B)  $c = 5 + 0.10(60h)$   
(C)  $c = 5 + \frac{60h}{0.10}$   
(D)  $c = 5 + \frac{0.10}{60h}$

10. A particular fund has an average monthly interest rate of 2.5%. If the initial amount deposited in the fund is \$200, which of the following functions ( $f$ ) models the balance of the account, in dollars,  $t$  years after the initial deposit is made?

- (A)  $f(t) = 200(1.025)^{\frac{t}{12}}$   
(B)  $f(t) = 200(1.025)^{12t}$   
(C)  $f(t) = 200(1.25)^{\frac{t}{12}}$   
(D)  $f(t) = 200(1.25)^{12t}$

**Strategy 1: Choose numbers****(Word Problems)**

When **choosing numbers** for word problems, you'll apply a **three-step method**.

- 11.** Samantha purchased a bed at a store that gave a 15% discount off the original price  $x$ . She then had to pay an 8% sales tax on the discounted price. If the total amount she paid at the register was  $p$  dollars, which of the following represents  $p$  in terms of the original price  $x$ .

- (A)  $.162x$   
 (B)  $.93x$   
 (C)  $.918x$   
 (D)  $1.07x$

Choose an  $x$ : \_\_\_\_\_

Attain a target: \_\_\_\_\_

← Find a match.

- 12.** Valerie and her husband each order a meal at a restaurant. Valerie's meal costs  $n$  dollars, and her husband's meal costs 4 dollars more than her meal. Assuming no sales tax, if Valerie pays the bill containing both meals, as well as a 25% tip for the server, which of the following expressions represents the total amount paid in dollars?

- (A)  $.25n + 1$   
 (B)  $1.25n + 1$   
 (C)  $1.25n + 5$   
 (D)  $2.5n + 5$

- 13.** If  $m$  is the average of  $y$  and 20, and  $n$  is the average of  $3y$  and 40, what is the average of  $m$  and  $n$  in terms of  $y$ ?

- (A)  $.5y + 7.5$   
 (B)  $y + 15$   
 (C)  $2y + 30$   
 (D)  $4y + 60$

- 14.** In a certain town,  $g$  gallons of fuel are needed to power a station for  $h$  hours. If  $h = g + 2.5$ , then how much longer is the station powered (in hours) with each additional gallon of fuel?

- (A) 0  
 (B) 1  
 (C) 2  
 (D) 2.5

## Strategy 1: Choose numbers

(Inequalities)

In inequalities, the \_\_\_\_\_ may guide your decision of how to choose numbers.

15. The initial cost of a Smithmade air conditioner is \$550, and the monthly cost to run this air conditioner is \$20 per month. The initial cost of a Jackson air conditioner is \$715, and the monthly cost to run this air conditioner is \$15 per month. For what number of months,  $x$ , will the total cost of owning a Smithmade air conditioner be greater than or equal to owning the cost of a Jackson air conditioner
- (A)  $x \geq 253$   
(B)  $x \geq 36$   
(C)  $x \geq 33$   
(D)  $x \geq 4$
16. At 1pm, there were 12,000 gallons of water in a swimming pool with a capacity of 40,000 gallons. Starting at 1pm, a hose fills this pool at a rate of 4000 gallons of water per hour. If  $x$  represents the time (in hours) after 1pm, which of the following inequalities describes the set of hours where the pool is at or above capacity?
- (A)  $12,000 + 4,000x \leq 40,000$   
(B)  $40,000 \leq 4,000x$   
(C)  $40,000 - 4,000 \leq x$   
(D)  $28,000 \leq 4,000x$
17. A certain scale attains the *measured weight* of an object,  $x$ , in pounds, where  $x > 10$ . This *actual weight*,  $y$ , in pounds, of the object may differ from the measured weight by as much as 0.7 pounds. Which of the following represents the relationship between the measured weight and the actual weight of a particular object?
- (A)  $y > x - 0.7$   
(B)  $y > x + 0.7$   
(C)  $y < x - 0.7$   
(D)  $-0.7 < y - x < 0.7$
18. Let  $a$  and  $b$  be numbers such that  $a < b < -1$ . Which of the following **must** be true?
- I.  $|a^3| > |b^3|$   
II.  $a^3 > a(b - 2)^2$   
III.  $a^3 > a^2b$
- (A) I only  
(B) I and II only  
(C) I and III only  
(D) I, II and III

**Strategy 1: Choose numbers****(Geometry)**For a geometric problem, you may **choose numbers** for \_\_\_\_\_

**19.** The formula for the volume of a right circular cone is  $\frac{1}{3}\pi r^2h$ . Given that cone A has a radius one third that of cone B and height three times that of cone B, find the ratio of the volume of cone A to the volume of cone B.

- (A) 1 : 1
- (B) 1 : 3
- (C) 1 : 9
- (D) 1 : 27

**20.** A rectangle was altered by increasing its length by 20% and decreasing its width by 10%. Which of the following represents the percent increase in the area of the rectangle?

- (A) 8%
- (B) 10%
- (C) 12%
- (D) 20%

**21.** The volume of rectangular prism A is 80 cubic inches. What is the volume in cubic inches of a rectangular prism that has one quarter the length, one half the width and twice the height of rectangular prism A?

- (A) 20
- (B) 40
- (C) 60
- (D) 80

There's a tough constraint here. You have to choose numbers for dimensions of prism A such that  $(\text{length})(\text{width})(\text{height}) = 80$ .

Try it:

$$\underline{\quad} \times \underline{\quad} \times \underline{\quad} = 80$$

**22.** The area of one face of a cube is  $3b^2$  where  $b$  is a positive constant. Which of the following gives the volume of the cube in terms of  $b$ ?

- (A)  $3\sqrt{3}(b^3)$
- (B)  $9b^4$
- (C)  $27b^2$
- (D)  $27b^6$

# Strategy 1: Choose numbers

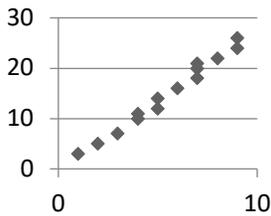
(Plots)

Plots are mainly just a visual representation of functions.

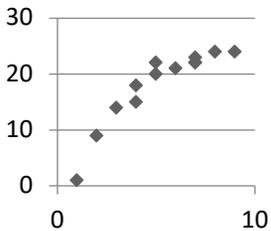
As you did for functions before, **choose numbers for** \_\_\_\_\_

**23.** Which of the following scatterplots shows a relationship that is appropriately modeled with the equation  $y = a\sqrt[n]{x}$  where  $a > 1$  and  $n > 1$   
(Calculator ok)

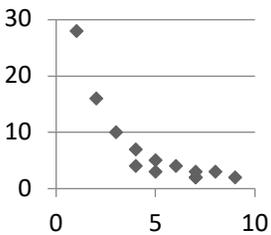
(A)



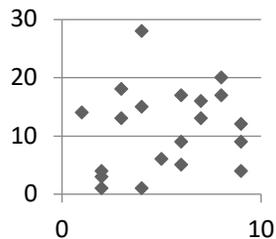
(B)



(C)

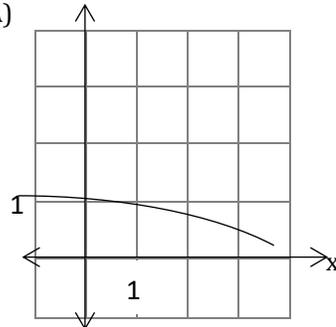


(D)

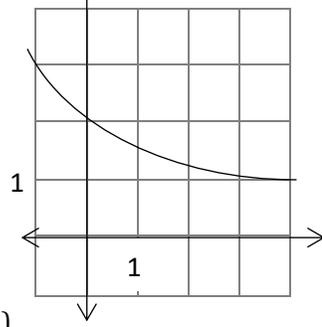


**24.** Which of the following is the graph of  $f(x) = 2^{-x} + 1.1$  in the  $xy$ -plane? (Non-calculator)

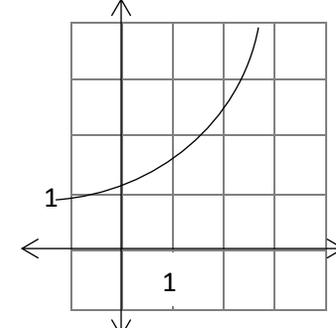
(A)



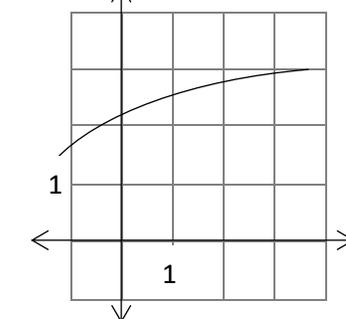
(B)



(C)



(D)



## Strategy 2: Work Backwards

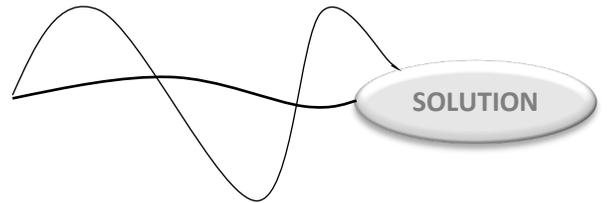
**Working backwards** simply means plugging in the answer choices to determine which one “fits”.

This strategy is a possibility when you see \_\_\_\_\_



**Warm up examples - Decide which is the quicker path:**

- Textbook math (just solving algebraically)
- An alternate strategy (**working backwards**)



25. If  $2x + 6 = 8$ , what is the value of  $x$ ?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

26. If  $\frac{x+2}{x-2} + \frac{x+1}{x-3} = 8$ , what is the value of  $x$ ?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

**Numeric answer choices don't always lead to a 'Work Backwards' opportunity.**

- In which question below is the test-writer **blocking** the option to **work backwards**? (#27 or #28)

$$\begin{aligned} 5x - 7y &= -27 \\ y^2 &= 2x^2 + 18 \end{aligned}$$

27. What is the solution set to the system of equations above?

- (A) (-3, 6)
- (B) (3, 6)
- (C) (-6, -3)
- (D) (-6, 3)

$$\begin{aligned} 2x + y &= 6 \\ y^2 &= (x + 3)^2 \end{aligned}$$

28. Given the system of equations above, what is the value of  $x + y$ ?

- (A) 1
- (B) 4
- (C) 5
- (D) 17

## Strategy 2: Work Backwards (1-Equation/1 Solution Cases)

Difficult to isolate the variable? **Working backwards** – just \_\_\_\_\_

29. For what value of  $y$  is  $|\sqrt{y} - 9| - 1$  equal to 1?

- (A) 7
- (B) 9
- (C) 49
- (D) 81

30. In the equation  $(mx - 15)^4 = 81$ , where  $m$  is a constant **and  $x = 3$  is one solution** to the equation, what is a possible value of  $m$ ?

- (A) 4
- (B) 6
- (C) 8
- (D) 9

Any time they tell you some solution,  
always \_\_\_\_\_

$$\sqrt{2k^6 - 28} - x = 0$$

31. If  $k > 0$  and  $x = 10$  in the equation above, what is the value of  $k$ ?

- (A) 0
- (B) 1
- (C) 2
- (D) 4

32. Which of the following is a value of  $x$  for which the expression  $\frac{\sqrt[3]{31}}{x^2 - 5x - 104}$  is undefined?

- (A) -13
- (B) 0
- (C) 8
- (D) 13

**Tip: Don't always start with (A). Why not start by testing the choice that's \_\_\_\_\_.**

33. The expression  $\frac{1}{4}x^2 - 5$  can be rewritten as  $\frac{1}{4}(x - k)(x + k)$  where  $k$  is a positive constant. What is the value of  $k$ ?

- (A) 2
- (B) 5
- (C)  $\sqrt{5}$
- (D)  $2\sqrt{5}$

$$9x^3 + 21x^2 + 16x + 4 = (mx + 2)(mx + 2)(x + 1)$$

34. In the equation above,  $m$  is a constant. Which of the following could be the value of  $m$ ?

- (A) -9
- (B) -3
- (C) 3
- (D) 9

**Remember – test the easiest ones first!**

**Strategy 2: Work Backwards****(Multiple Solution Cases)**In more complex systems, **working backwards** means \_\_\_\_\_

$$3x + 5y = 4$$

$$2y - x = -16$$

**35.** What is the solution  $(x,y)$  to the system of equations above?

- (A)  $(-4, 8)$
- (B)  $(4, -8)$
- (C)  $(6, 2)$
- (D)  $(8, -4)$

$$x - y > 1$$

$$3y \leq x - 2$$

**36.** Which of the following ordered pairs  $(x,y)$  satisfies the system of inequalities above?

- (A)  $(-2, -2)$
- (B)  $(0, 1)$
- (C)  $(2, 0)$
- (D)  $(4, 2)$

**37.** What are the solutions to the quadratic equation  $24x^2 + 108x - 60 = 0$ ?

- (A)  $x = \frac{1}{2}$  and  $x = 5$
- (B)  $x = \frac{1}{2}$  and  $x = -5$
- (C)  $x = 2$  and  $x = -5$
- (D)  $x = 2$  and  $x = 5$

$$\sqrt{2x - 2} = x - 1$$

**38.** What is the solution set of the equation above?

- (A)  $\{-1, -3\}$
- (B)  $\{0, 1\}$
- (C)  $\{1, 3\}$
- (D)  $\{-1, 0, 3\}$

$$5 = ax^2 + b$$

**39.** In the equation above,  $a$  and  $b$  are constants. For which of the following values of  $a$  and  $b$  does the equation have exactly two imaginary solutions?

- (A)  $a = -1, b = 6$
- (B)  $a = 6, b = 1$
- (C)  $a = 1, b = 6$
- (D)  $a = -6, b = 6$

**Strategy 2: Work Backwards****(Word Problems)**

In a word problem, you'll try out one of the choices and run it through the scenario presented.

- If it's the wrong answer, \_\_\_\_\_
- If it's the right answer, \_\_\_\_\_

**40.** Amanda has \$120 more than Pedro. If their funds combine for \$1300, how much money does Pedro have?

- (A) \$470  
 (B) \$530      ← Try starting with \$530:  
 (C) \$590  
 (D) \$710

**41.** The sum of three positive numbers is 720. One of the numbers,  $x$ , is twice the sum of the other two. What is the value of  $x$ ?

- (A) 120  
 (B) 240  
 (C) 360  
 (D) 480

**42.** Over the first 3 exams of the semester, Julianna had an average test score of 80. What is the lowest score she can receive for the 4<sup>th</sup> exam and still have an average of at least 75?

- (A) 55      Can you *choose numbers* for this piece?  
 (B) 60  
 (C) 65  
 (D) 70

**43.** At a restaurant, the total amount Anne paid was \$94.40 after an 18% tip was added. What was the amount of her food bill before the 18% tip was added?

- (A) \$77.41  
 (B) \$80.00  
 (C) \$93.28  
 (D) \$93.58

**Strategy 2: Work Backwards****(Word Problems)**

$$p = mv$$

**44.** The momentum ( $p$ ) of an object depends upon the mass ( $m$ ) of the object and its velocity ( $v$ ), where mass is measured in kilograms, and velocity is measured in meters per second. The formula above shows the relationship between  $p$ ,  $m$ , and  $v$ . If the momentum of an object is 400 kg-m/s, and it's velocity is greater than 60 m/s, what is the greatest integer value the object's mass can be in kilograms?

- (A) 4
- (B) 5
- (C) 6
- (D) 7

**45.** A certain restaurant sells only burgers and colas. Each burger sells for \$4 and each cola sells for \$1. If Madison purchased a total of 9 items from the restaurant for a price of \$27, how many burgers did she purchase?

- (A) 4
- (B) 5
- (C) 6
- (D) 7

**46.** On a certain stretch of road, there are 21 cars that hold a total of 58 people. Some of these 58 cars contain exactly 2 people and all of the rest contain exactly 4 people. How many of the cars on this stretch of road contain exactly 2 people?

- (A) 4
- (B) 6
- (C) 8
- (D) 13



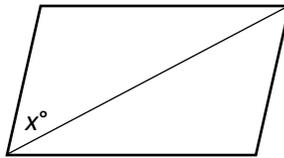
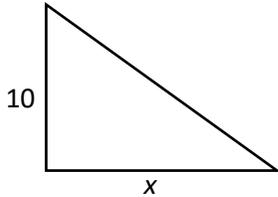
## Strategy 3: Eyeballing

**Eyeballing** means visually estimating a geometric quantity such as a length, area or angle.

You have an eyeballing opportunity anytime you see \_\_\_\_\_



Warm up: **Eyeball** the value of  $x$  in the three cases below:



Let the circle have area  $27.3\text{in}^2$   
and the shaded region have area  $x\text{in}^2$

If the test-writer wants to block your chance to **eyeball**, you'll see a circumstance like the one below:

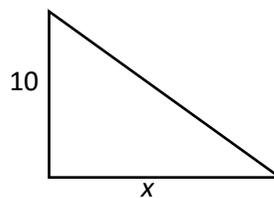
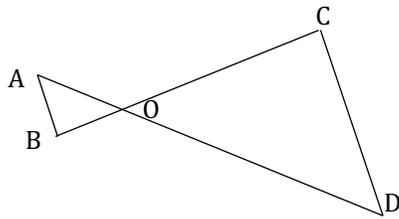


Figure not drawn to scale

# Strategy 3: Eyeballing

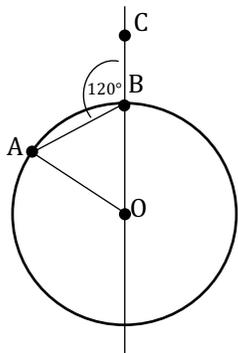
(Figuring length)

If you are eyeballing the length of a line segment, you can \_\_\_\_\_



47. In the figure above, line segments AD and CB intersect at point O. Line segments AB and CD are parallel. The lengths of AO, BO, CO and CD are 15 in, 12 in, 36 in, and 33 in respectively. What is the length of segment AB in inches?

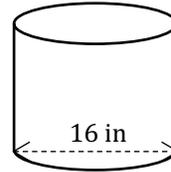
- (A) 8
- (B) 10
- (C) 11
- (D) 12



48. Point O is the center of the circle above and points A and B lie on the circle. Point B also lies on the line OC. If the circumference of the circle above is 210 inches, and  $\angle CBA$  is  $120^\circ$ , what is the length of arc AB in inches? (Grid in your answer)

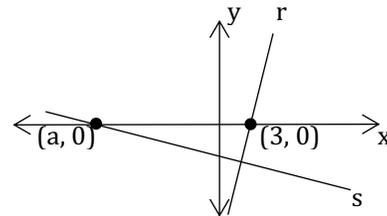
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**Tip:** You can eyeball a grid-in. Many geometry answers work out to easy round figures.



49. The cylindrical container shown above has a volume of  $768\pi$  cubic inches. What is the height of the container in inches?

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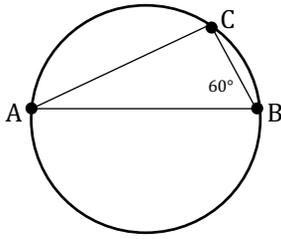


50. In the figure above, line r is perpendicular to line s. If line r has equation  $y = 3x - 9$ , and line s has equation  $y = mx - 4$ . What is the value of a?

- (A) -3
- (B) -6
- (C) -10
- (D) -12

# Strategy 3: Eyeballing

(Areas and Angles)

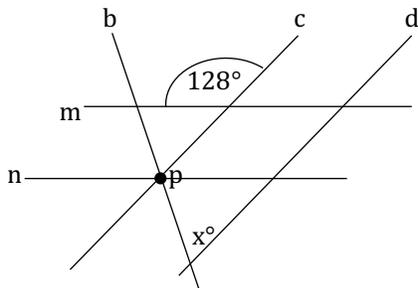


**51.** In the figure above, points A, B and C lie on the circle and make up a triangle such that side AB is the diameter of the circle. If the area of triangle ABC is  $18\sqrt{3}$ , what is the **area** of the circle?

- (A)  $30\pi$
- (B)  $36\pi$
- (C)  $72\pi$
- (D)  $144\pi$

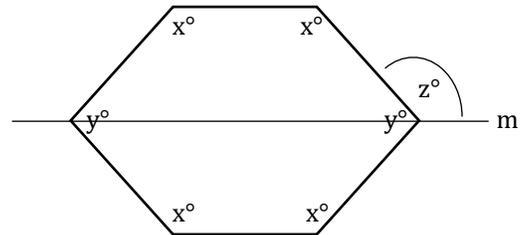
You know the triangle's area. About how many triangles will fit in the circle? Can sketching it out help?

Estimate angles by sketching a  $90^\circ$  angle 'on top' of the angle you are estimating.



**52.** In the figure above, lines m and n are parallel and lines c and d are parallel. Lines b, c, and n intersect at point p. If line b bisects  $\angle cpn$ , find the value of x.

- (A) 64
- (B) 69
- (C) 74
- (D) 79



**53.** In the hexagon above, line m bisects both angles labeled y. If  $x = 2y - 70$ , what is the value of z?

- (A)  $100^\circ$
- (B)  $130^\circ$
- (C)  $140^\circ$
- (D)  $160^\circ$

# Reading 1: The Five Wrong Answer Types



## SAT Reading General Strategy



**Know the pace:** \_\_\_\_ passages in \_\_\_\_ minutes makes for \_\_\_\_ minutes/passage

**Read actively** – note the main idea of each paragraph

Know the **wrong answer types**:

- (1) Not In Passage\_\_\_\_\_
- (2) Opposite\_\_\_\_\_
- (3) Wrong Part\_\_\_\_\_
- (4) Extreme\_\_\_\_\_
- (5) Twisted Facts\_\_\_\_\_

Know the **question families**

**Content** questions involve what was directly stated *in the passage*



**Logic** questions involve thought processes *outside the passage*



Tackling **Evidence Pairs**

Circle evidence pairs prior to starting a set  
Consider doing the 2<sup>nd</sup> one *first*

Order of events in the **Paired Passage**

Read Passage 1 → Answer passage 1 questions.  
Read Passage 2 → Answer the rest.



## Critical Reading Passages

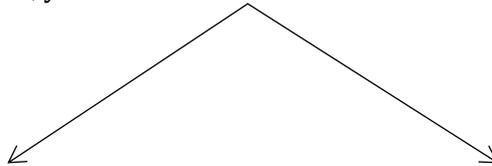
### Finding the wrong answer

- Goal #1 is to make you an expert on finding the *wrong answers*.
- Every test writer is trained to place one of five types of “trip wires” in wrong answers. We want to shine a flashlight on those “trip wires.”

### - The Test-Maker’s 5 Wrong Answer Types:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

- Given this new information, you now have **two** valid routes for answering passage questions.



**Traditional route:** Predict a reasonable answer, and select the answer closest to that prediction.

**Elimination Route:** Eliminate the wrong answers and select what remains:

The question in lines 4-5 is based on which of the following assumptions?

- (A) Direct observation is the only reliable method of conducting sleep research
- (B) People will yawn most frequently in the moments before they fall asleep.
- (C) There is a direct correlation between yawning and sleepiness.**
- (D) Yawning is a behavior over which individuals exert little conscious control.
- (E) Conducting sleep research is a time-consuming process.

The question in lines 4-5 is based on which of the following assumptions?

- ~~(A)~~ Direct observation is the only reliable method of conducting sleep research
- ~~(B)~~ People will yawn most frequently in the moments before they fall asleep.
- (C) There is a direct correlation between yawning and sleepiness.**
- ~~(D)~~ Yawning is a behavior over which individuals exert little conscious control.
- ~~(E)~~ Conducting sleep research is a time-consuming process.

- **The best test-takers keep both routes in mind and even use them in combination.**

## Critical Reading Passages

### Wrong Answer Types

## NOT IN PASSAGE ○

- This is \_\_\_\_\_ wrong answer type.
- The test writer knows you may confuse what's \_\_\_\_\_ with what's actually discussed.

## OPPOSITE

- Speed readers beware: a relationship is **reversed** by flipping, adding, or omitting \_\_\_\_\_

**EXERCISE:** Read the passage answer choices ideas that are 'NOT IN PASSAGE' or 'OPPOSITE'.

5 The Hope Diamond is a large, 45.52-carat (9.10 g), deep-blue diamond, now housed in the Smithsonian Natural History Museum in Washington, D.C. It is blue to the naked eye because of trace amounts of boron within its crystal structure, and exhibits red phosphorescence after exposure to ultraviolet light.

10 The Hope Diamond has a long-recorded history with few gaps. Often known for attaching a curse to its owner, this great gem has changed hands numerous times on its way from India to France to Britain and to the United States. It has been described by many scholars as the "most famous diamond in the world."

Unlike a true SAT passage, we will read shorter articles so we can hit questions quickly and start practicing elimination.

- The primary purpose of the passage is to
  - compare the characteristics of one particular jewel to those of similar specimens.
  - challenge the validity of a set of facts regarding a famous gem.
  - discuss a mystery that holds the interest of scientists throughout the world.
  - defend one possible theory about set of geological phenomena.
  - provide a brief description of a gemstone's physical characteristics and history.
- Based on the information in the passage, the author would most likely agree with which of the following?
  - Mining the Hope Diamond was an extremely time-consuming task.
  - It is not well-understood why the Hope Diamond maintains its deep-blue color.
  - The curse of the Hope Diamond is one of the oldest geological legends.
  - The history of the Hope Diamond has been well documented.
  - There are a limited number of gemstones that maintain a notoriety greater than that of the Hope Diamond.

# Critical Reading Passages

## Wrong Answer Types

### WRONG PART

- These cite info that's **consistent** with the passage but \_\_\_\_\_ with the question

### EXTREME

- An 'Extreme' takes the right idea and makes it \_\_\_\_\_
- Too strong can mean **too absolute**: "*all, none, everyone, no one, always, never, must, cannot, only*"
- Too strong can mean **too emotional**: "*The author attacks, condemns, criticizes, mocks*"

**EXERCISE:** Read the passage and slash answer choice ideas of that fall into **any** wrong answer type.

Game of Thrones is a popular American epic fantasy television drama series. Filmed in a Belfast studio and on location elsewhere in Northern Ireland, Malta, Croatia, Iceland, and Morocco, it premiered on

5 HBO in the United States on April 17, 2011.

Known for its arguably formidable intricacy, the series, set on the fictional continents of Westeros and Essos, interweaves several plot lines. The first follows the members of several noble houses in a civil war for

10 the Iron Throne of the Seven Kingdoms; the second covers the rising threat of the impending winter and the mythical creatures of the North; the third chronicles the attempts of the exiled last scion of the realm's deposed dynasty to reclaim the throne.

15 Through its morally ambiguous characters, the series explores the issues of social hierarchy, religion, corruption, civil war and crime.

3. Lines 8 - 14 ("The first follows . . . reclaim the throne") serve to

- (A) describe the role of mythical creatures within the show's storyline.
- (B) criticize a narrative for being too complex.
- (C) discuss three candidates for how one plot line would unfold.
- (D) cite the locations in which Game of Thrones is typically filmed.
- (E) provide a brief insight into the major story structure of Game of Thrones.

4. Based on the information in the passage, the author would most likely agree with which of the following?

- (A) Game of Thrones is the most admired show among America's television audience.
- (B) Game of Thrones examines only serious social issues appropriate for adult audiences.
- (C) It is difficult to tell whether the intentions of certain characters in the program are honorable or evil.
- (D) Game of Thrones is filmed in many different locations in order to maintain viewer interest.
- (E) Game of Thrones has a simplistic storyline relative to other current television shows.

# Critical Reading Passages

Wrong Answer Types

## TWISTED FACTS

- TWISTED FACTS take two facts from the passage and \_\_\_\_\_

**EXERCISE:** Read the passage. Then slash answer choice ideas that match any of the wrong answer types.

The house at 213 Myrtle Street wore an enchantment that could obscure it when it so desired. This was a handy skill, particularly to avoid the irritation and distress brought on by the likes of

5 salesmen who roved the streets or teenagers who skulked about after dark, eggs in hand.

Now there was a realtor at the gate. The smell of dozens of strange, foreign houses clung to her clothes. The house ached in its abandonment. Mrs.

10 Leech was gone. A stranger had to lock the door behind Mrs. Leech when she last left the house, still asleep as she was rolled along on a strange wheeled bed.

They shared a comfortable existence together, woman and house. Mrs. Leech had been a mere slip of a girl when her family moved into 213 Myrtle, the place still ripe with fresh paint and cut lumber. Her

15 parents left, then her husband but Mrs. Leech stayed. Her bones creaked along with the settling of the pipes at night. The house did not want a new

20 owner.

5. Which choice best describes what happened in the passage?
- (A) A house that seems to possess emotion becomes enchanted as a result of the departure of its owner.
- (B) A realtor is attempting to sell a magical house that is saddened by the sudden departure of the large family that lived there.
- (C) A house with unusual powers and perception is left feeling lonely after the long history of its owner comes to a melancholy end.
- (D) A house located at 213 Myrtle Street recalls its former owner who left due to the actions of a local realtor.
- (E) An enchanted house was once occupied by a character named Mrs. Leech who finds sadness in having to move away to another home.
6. In line 5, the author discusses the “salesman” and “teenagers” to indicate
- (A) a major reason why Mrs. Leech decided not to live at 213 Myrtle any longer.
- (B) examples of people who are trying to avoid 213 Myrtle.
- (C) two types of people who could never see 213 Myrtle unless they could lift the enchantment.
- (D) situations when the house might obscure itself in order to create a more comfortable existence.
- (E) how certain undesirable people would not notice 213 Myrtle unless allowed by Mrs. Leech.

**Final Takeaway – As you study the answer choices, always be on the lookout for that ONE WRONG WORD.**

## Critical Reading Passages

### Wrong Answer Types

In this higher difficulty passage, look for our five wrong answer types: NOT, OPP, WP, EX, TF

- No one owns Antarctica. The nations of the world agreed—some of them reluctantly—that all countries would share the continent for the purposes of scientific research. Antarctica is governed by the Antarctic Treaty, written in 1959 and adopted in 1961, which has been signed by 27 countries. Another 17 countries have agreed to abide by the treaty in order to participate in research being done in Antarctica.
- 5
- 10 In Antarctica, relations among the researchers and their countries are both simpler and more complicated than in the rest of the world. Relations are simpler because each country has only a few scientists on this isolated continent and also because treaty clauses assure that the research there is nonmilitary. On the other hand, when conflicts do arise, there is no clear process for dealing with them. Decisions that can be critical to the preservation of Antarctica’s unique environment and its scientific opportunities depend on a political system designed to have nobody in command.
- 15
- 20
- Last year, more than 10,000 tourists visited Antarctica, bringing soiled boots, climbing gear and trash to many locations. Clear decision making has become a more urgent challenge as more tourists are attracted to Antarctica. Tour operators are working with treaty members to devise regulations, and there are plans to assess the environmental impacts of tours. But regulations and assessment plans may prove difficult to settle on and enforce in a place where jurisdiction is unclear.
- 25
- 30
7. The first paragraph (lines 1 – 9) serves to
- (A) overview a particular understanding among a number of political entities.  
 (B) argue for the efficacy of an agreement that will affect a particular nation.  
 (C) list several reasons for an important event in world history.  
 (D) describe the participation in a specific area of scientific research by 27 countries.  
 (E) provide insight into a conflict that evolved between several nations and a continent.
8. Based on the information paragraph one, it can reasonably be inferred that
- (A) participation in scientific research outside the borders of Antarctica requires an international treaty.  
 (B) no more than 27 countries would be allowed to participate in scientific research on Antarctica.  
 (C) not all nations who participated in the Antarctic treaty did so with full enthusiasm. .  
 (D) the specific regulations written in the Antarctic Treaty prevented military action.  
 (E) at least one country who abided by the Antarctic Treaty did so in complete protest.
9. The statement in lines 18 – 21 (Decisions that ... nobody in command) serves to
- (A) support a political mechanism for granting some one nation full control over Antarctica.  
 (B) challenge the viability of tourism on Antarctica.  
 (C) discuss how the preservation of Antarctica’s ecology will be maintained.  
 (D) further explain the complexity of a two-sided issue.  
 (E) show how each scientific opportunity in Antarctica is both simple and complicated.
10. In lines 12 – 17 (Relations are simpler .... dealing with them.), the author states
- (A) two reasons to support a regulation stated in the previous paragraph.  
 (B) the most urgent matter relating to a research opportunity.  
 (C) two conflicting methods to secure a political opportunity.  
 (D) an explanation of an idea stated earlier in the paragraph.  
 (E) two aspects of a connection between multiple governments.

## Critical Reading Passages

### Wrong Answer Types

In this higher difficulty passage, look for our five wrong answer types: NOT, OPP, WP, EX, TF

5 No one owns Antarctica. The nations of the world agreed—some of them reluctantly—that all countries would share the continent for the purposes of scientific research. Antarctica is governed by the Antarctic Treaty, written in 1959 and adopted in 1961, which has been signed by 27 countries. Another 17 countries have agreed to abide by the treaty in order to participate in research being done in Antarctica.

10 In Antarctica, relations among the researchers and their countries are both simpler and more complicated than in the rest of the world. Relations are simpler because each country has only a few scientists on this isolated continent and also because  
15 treaty clauses assure that the research there is nonmilitary. On the other hand, when conflicts do arise, there is no clear process for dealing with them. Decisions that can be critical to the preservation of Antarctica’s unique environment and its scientific  
20 opportunities depend on a political system designed to have nobody in command.

25 Last year, more than 10,000 tourists visited Antarctica, bringing soiled boots, climbing gear and trash to many locations. Clear decision making has become a more urgent challenge as more tourists are attracted to Antarctica. Tour operators are working with treaty members to devise regulations, and there are plans to assess the environmental impacts of  
30 tours. But regulations and assessment plans may prove difficult to settle on and enforce in a place where jurisdiction is unclear.

11. Over the course of the passage, the main focus shifts from

- (A) a contract between nations to an argument against operating tours.
- (B) a theory about an island continent and a pressing issue concerning the environment of that continent.
- (C) the enactment of a law restricting military action and a way to retract that law.
- (D) the details of a treaty to the dangers that treaty poses.
- (E) the nature of an agreement to certain challenging issues that relate to this agreement.

12. According to the author, one consequence of the agreement that no one country would own Antarctica is

- (A) an inability to resolve any conflicts.
- (B) a struggle to create and carry out laws.
- (C) a disagreement that will require a military solution.
- (D) an increase in the number of regulations intended to promote tourism.
- (E) a difficulty in assessing the environmental impacts of scientific research.

13. What function does the third paragraph serve in the passage as a whole?

- (A) It presents evidence for a previously established principle.
- (B) It explains a pressing issue, the resolution of which may be affected by the agreement in the first paragraph.
- (C) It contradicts a series of decisions brought up in the previous paragraph.
- (D) It details a disastrous consequence to a political agreement discussed in paragraph one.
- (E) It elaborates on the purpose of a treaty defined earlier in the passage.

14. The author indicates that tourism in Antarctica

- (A) must be prevented until further guidelines are created.
- (B) brings about a financial opportunity for members of the Antarctic Treaty.
- (C) has influences on Antarctica that are not yet fully evaluated.
- (D) provides an opportunity for tour operators to assess environmental changes.
- (E) brought more visitors last year than in any previous year.

# Reading 2:

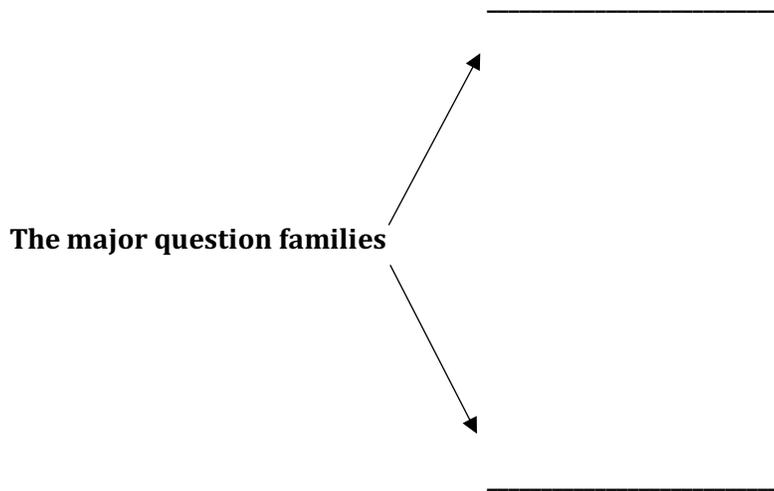
The Major Question Families:

Content vs Logic

## The Major Question Families

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About \_\_\_\_\_ of 52 reading section questions fall into one of two major question families



About \_\_\_\_\_ times on the SAT, a content or logic question link to an \_\_\_\_\_ question.

The remaining 12 questions are either vocab questions or data questions.

# The Major Question Families

## Content Questions

**EXERCISE:** Read the passage and tackle the following questions.

5 Evolving from older bat-and-ball games, an early form of  
baseball was being played in England by the mid-18th  
century. This game was brought by immigrants to North  
America, where the modern version developed. By the late  
19th century, baseball was widely recognized as the  
national sport of the United States. Professional baseball is  
now popular in the Americas, the Caribbean, East Asia and  
Europe. In the United States and Canada, Major League  
Baseball teams are divided into the National League and  
American League. The top level of play in Japan and that in  
10 Cuba are split in a similar manner.

15 Taking place each year in the U.S. and Canada, The World  
Series is considered by many to be the most prestigious  
annual title series in baseball. In this face-off, the champion  
team of the American League (AL) is pitted against the  
champion team of the National League (NL) in a best of  
seven playoff. Prior to 1969, the team with the best regular  
season record from the AL and that from the NL were each  
deemed league champion and automatically advanced to  
the World Series. Over time, new pro-teams were  
assembled and added to The Major Leagues to the point  
when, in 1969, the decision was made to split the NL and  
the AL each into three divisions (east, west, and central).  
20 Along with these divisions came a more complex set of  
playoffs to determine AL and NL champions and thus which  
teams would compete in the World Series.

15. According to the passage, the introduction of  
baseball to the United States can be attributed  
to

- (A) baseball's immense popularity in mid-18<sup>th</sup>  
century England.
- (B) immigrants who came exclusively from  
England.
- (C) a transfer of culture from one population to  
another
- (D) the need to stimulate more interest in sports  
19<sup>th</sup> century America.
- (E) a desire to align U.S. sports organizations with  
those of Japan and Cuba.

16. Lines 8 – 11 (“In the United ... similar  
manner.”) state a comparison between

- (A) the organization of leagues in the United  
States and those of Canada.
- (B) two different sets of rules by which  
baseball is played.
- (C) the size of the divisions in the American  
League and those in the National League.
- (D) the structure of major league baseball in  
the U.S. and Canada versus that of all other  
countries.
- (E) the makeup of a set of leagues in one region  
of the world and those of two other regions  
of the world.

17. The main purpose of the passage is to

- (A) provide insight into the origins of major league  
baseball in the United States.
- (B) explain changes made to professional baseball  
teams which occurred in 1969.
- (C) draw comparisons between two sports that  
have gained worldwide recognition.
- (D) discuss certain aspects of the evolution and  
proliferation of a well-known sport.
- (E) advocate for a long-needed change to  
professional sports.

18. Which choice best summarizes the second  
paragraph?

- (A) The author identifies a popular annual sporting  
event and how teams are selected for that  
event.
- (B) The author pinpoints an important turning  
point when a sport was irreversibly changed.
- (C) The author compares a championship series  
prior to 1969 to public perception of that event  
after 1969.
- (D) The author advocates for a course of action  
that would change how baseball is played in  
North America.
- (E) The author defines several key terms  
necessary to understanding how a sport is  
played.

# The Major Question Families

## Logic Questions

**EXERCISE:** Read the passage and tackle the following questions.

- 5 Evolving from older bat-and-ball games, an early form of baseball was being played in England by the mid-18th century. This game was brought by immigrants to North America, where the modern version developed. By the late
- 10 19th century, baseball was widely recognized as the national sport of the United States. Professional baseball is now popular in the Americas, the Caribbean, East Asia and Europe. In the United States and Canada, Major League Baseball teams are divided into the National League and American League. The top level of play in Japan and that in Cuba are split in a similar manner.
- 15 Taking place each year in the U.S. and Canada, The World Series is considered by many to be the most prestigious annual title series in baseball. In this face-off, the champion team of the American League (AL) is pitted against the champion team of the National League (NL) in a best of seven playoff. Prior to 1969, the team with the best regular season record from the AL and that from the NL were each deemed league champion and automatically advanced to
- 20 the World Series. Over time, new pro-teams were assembled and added to The Major Leagues to the point when, in 1969, the decision was made to split the NL and the AL each into three divisions (east, west, and central). Along with these divisions came a more complex set of
- 25 playoffs to determine AL and NL champions and thus which teams would compete in the World Series.
19. The author would most likely agree with which of the following statements about baseball in England?
- (A) Its teams are divided into two primary leagues.  
 (B) It developed from an earlier form of baseball introduced by immigrants.  
 (C) It was the source from which all other countries derived their own forms of the game.  
 (D) It was not always played in a manner identical to baseball played in the United States today.  
 (E) It cannot achieve a level of popularity similar to that of American baseball.
20. Based on the information in lines 8 – 11 (In the United... similar manner.), it can most reasonably be inferred that
- (A) Cuba, Japan, and the Americas each have a similar number of professional baseball teams.  
 (B) different cultures can sometimes adopt a similar approach in matters of professional sports.  
 (C) baseball is recognized as the most popular national sport in Japan and in Cuba.  
 (D) Japan and Cuba modeled their league structure to mimic that of Major League Baseball in North America.  
 (E) a two-league system is not a common manner of team organization in pro-baseball worldwide.
21. The passage most clearly suggests that the path to the World Series
- (A) is a process that has been affected by changes in the number of baseball teams competing.  
 (B) culminates in the most prestigious yearly sporting event in North America.  
 (C) involves only the champion teams from three separate divisions.  
 (D) is comprised of a set of playoffs similar to that developed in Japan and Cuba.  
 (E) was made less popular by changes to league organization that occurred in 1969.
22. The sentence in lines 20-23 (“Over . . . central.”) primarily serves which function in paragraph 2?
- (A) It acknowledges a shortcoming in major league baseball and explains a remedy to that flaw.  
 (B) It explains a factor that affected the path to The World Series.  
 (C) It provides the reason why new pro-teams are selected to compete in the AL and NL.  
 (D) It explains why the addition of new teams was only possible after segmenting the American and National Leagues.  
 (E) It provides context for an important development that affects baseball in each country where it is played.

## The Major Question Families

**Content Questions** focus on *what was stated*, while **Logic Questions** involve *thought outside the passage*.

**EXERCISE:** Read the passage and tackle the following questions.

- 5 Evolving from older bat-and-ball games, an early form of baseball was being played in England by the mid-18th century. This game was brought by immigrants to North America, where the modern version developed. By the late
- 10 19th century, baseball was widely recognized as the national sport of the United States. Professional baseball is now popular in the Americas, the Caribbean, East Asia and Europe. In the United States and Canada, Major League Baseball teams are divided into the National League and American League. The top level of play in Japan and that in Cuba is split in the exact same way.
- 15 Taking place each year in the U.S. and Canada, The World Series is considered by many to be the most prestigious annual title series in baseball. In this face-off, the champion team of the American League (AL) is pitted against the champion team of the National League (NL) in a best of seven playoff. Prior to 1969, the team with the best regular season record from the AL and that from the NL were each deemed league champion and automatically
- 20 advanced to the World Series. Over time, new pro-teams were assembled and added to The Major Leagues to the point when, in 1969, it was necessary to split the NL and the AL each into three divisions (east, west, and central). Along with these divisions came a more complex set of
- 25 playoffs to determine AL and NL champions and thus which teams would compete in the World Series.
23. According to the passage, the determination of which teams advance to The World Series
- (A) is conducted no differently today than prior to 1969.  
 (B) has not continually been decided according to one specific policy.  
 (C) is the same in the United States as it was in 18<sup>th</sup> century England.  
 (D) is currently determined by a series of 7-game playoff rounds.  
 (E) is a controversial matter that is contingent upon a changing set of criteria.
24. The author indicates that the decision to fragment the NL and the AL into subdivisions did not occur prior to 1969 primarily because
- (A) it would overcomplicate the annual series of playoffs to determine world series competitors.  
 (B) the matter had not garnered enough support among the players.  
 (C) the consequences of such a change had not yet been fully evaluated.  
 (D) it would be inconsistent with how playoffs were conducted in Japan.  
 (E) the number of teams did not yet obligate such a split.
25. The main purpose of the passage is to
- (A) provide insight into the origins of major league baseball in the United States.  
 (B) identify the factors that led to the creation of The World Series.  
 (C) draw comparisons between baseball and other sports that have gained worldwide recognition.  
 (D) overview some major facets in the evolution of a well-known sport.  
 (E) advocate for a more fair way to conduct the playoffs and championship series in baseball.
26. The author indicates that the process whereby teams advance to The World Series
- (A) was conceived of in England and adopted by Major League Baseball.  
 (B) is now unnecessarily complex as a result of an increasing number of Major League teams.  
 (C) was simpler when the National League and American Leagues were unsegmented entities.  
 (D) is independent of the number of teams within the American and National Leagues.  
 (E) involves several best-of-seven playoffs between division leaders.



# Reading 3: Evidence Questions & The Paired Passage

## Evidence Questions & The Paired Passage

Paired Passage Method: \_\_\_\_\_

### **PASSAGE 1:**

The primary forms of natural gas (coal, petroleum and natural gas) are relatively inexpensive, easy to produce, and are in huge supply. Proven oil reserves alone top 1.65 trillion barrels worldwide as of 2016. While some scientists project that this massive fuel supply will dry up in little more than fifty years, such predictions may be overly pessimistic. Not only are new coal fields and oil deposits discovered every year, but as fracking demonstrates, research into extraction becomes ever more advanced. Our stock of fossil fuels could be more abundant and accessible than ever before.

This is not to discount the great strides we have made in renewable energy technologies such as wind and solar power. However it's naïve to support the notion that we can rely solely on energy sources such as these. Even in optimal conditions (which rarely exist), these forms of power alone cannot come close to sustaining our expansive power grids. Renewables have their place not as substitutes for fossil fuels but as a means to extend the life of the fossil fuel infrastructure that has been so dependable for the last 250 years.

### **PASSAGE 2:**

Once you burn a gallon of oil, it's gone for good. We must wake up to the fact that fossil fuels will run out. It's estimated that we have - at best - 100 years of coal production remaining and half that amount of time for crude oil and natural gas. This presents to our children an enormous quandary, the urgency of which demands taking cooperative and purposeful action to supplement and eventually supplant fossil fuels with cleaner, safer, and more reliable energy sources.

Along many fronts, we are already on the cusp of fully harnessing far superior methods of energy production. With promising advancements on the horizon, offshore floating solar energy has the potential to be a major player in clean power. Even at this initial stage, a single plant of this type can power thousands of households indefinitely while neither producing pollution nor taking up valuable land. At the same time, lesser known emerging technologies are quickly rising to market. Molten salt reactors, a class of nuclear fission reactors in which the primary coolant and fuel is a molten salt mixture, could - in the near future - provide carbon free electricity with fewer radiation risks than traditional nuclear power. We have the means and - most importantly - *the need* to leave behind fossils fuels as merely a stepping stone to a more efficient and more responsible world.

27. The first paragraph of passage 1 primarily serves to
- (A) present a phenomenon that has confounded many scientific communities.
  - (B) propose several technological solutions to a potential problem.
  - (C) identify and counter a point of view about an international issue.
  - (D) introduce a controversy that research discussed later in the passage proves unresolvable.
  - (E) advocate a departure from a current method of energy production.
28. The author of passage 1 indicates that the use of renewable forms of energy
- (A) may be feasible as a replacement to fossil fuels but only under the most favorable circumstances.
  - (B) should not be regarded as a stand-alone solution to our energy needs.
  - (C) should be used in conjunction with fracking to extract fossil fuels from coal and oil deposits.
  - (D) will only be viable for the next fifty to one hundred years.
  - (E) may not always constitute the most environmentally responsible practices.
29. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 1 – 4 (The primary . . . as of 2016.)
  - (B) Lines 6 – 9 (Not only . . . more advanced.)
  - (C) Lines 9 – 10 (Our stock . . . than ever.)
  - (D) Lines 11 – 12 (This is . . . solar power.)
  - (E) Lines 16 – 19 (Renewables . . . 250 years.)

## Evidence Questions & The Paired Passage

Evidence Question Method: \_\_\_\_\_

30. As used in line 24, “quandary” most nearly means
- (A) problem
  - (B) absurdity
  - (C) intricacy
  - (D) movement
  - (E) perpetuation
31. According to passage 2, a developing form of reactor has improved upon nuclear technology by
- (A) consuming carbon as a part of the energy production process.
  - (B) supplying energy without utilizing land.
  - (C) eliminating the possibility of nuclear disasters.
  - (D) greatly improving power output efficiency.
  - (E) providing a higher level of safety.
32. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 21 – 23 (It’s estimated . . . natural gas.)
  - (B) Lines 28 – 29 (Along many . . . energy supplies.)
  - (C) Lines 32 – 34 (Even at . . . valuable land.)
  - (D) Lines 36 – 39 (Molten salt . . . nuclear power.)
  - (E) Lines 39 – 42 (We have . . . responsible world.)
33. Based on the information in passage 2, it can most reasonably be inferred that the two examples of alternative energy discussed
- (A) represent the best chances to end reliance on fossil fuels.
  - (B) are not yet fully established technologies.
  - (C) are more efficient and safer than other renewable energy technologies.
  - (D) are best used in conjunction with fossil fuel technology.
  - (E) will not be viable without costly changes to our energy infrastructure.
34. Both authors would most likely agree that renewable energy technology
- (A) may have advanced to the point where we no longer need to rely on fossil fuels.
  - (B) can be utilized in conjunction with fossil fuels.
  - (C) cannot be considered a reliable alternative to burning fossil fuels.
  - (D) must be fully embraced if we are to meet our power needs fifty years from now.
  - (E) will not be the only factor in addressing current environmental issues.
35. The author of passage 1 would most likely characterize the position taken in lines 21-23 in passage 2 (“It’s estimated . . . natural gas.”) as
- (A) impossible to prove considering a constantly fluctuating demand for fossil fuels.
  - (B) accurate if factoring in support from renewable energy and overly pessimistic otherwise.
  - (C) possible according to some projections but unlikely considering continued advancements in harnessing fuel.
  - (D) unreasonable based upon contradictory theories from lead scientists in the field.
  - (E) probable if we don’t invest heavily in alternative energy sources.
36. Which best describes the overall relationship between Passage 1 and Passage 2?
- (A) Passage 2 raises points that bolster the position established in Passage 1.
  - (B) Passage 2 elaborates on the proposition presented in passage 1.
  - (C) Passage 2 restates in different terminology the argument put forth in passage 1.
  - (D) Passage 2 contradicts a policy change advocated for in Passage 1.
  - (E) Passage 2 generates an alternative proposal about an issue raised in passage 1.



# Writing 1

## Standard English Conventions

## Grammar Terminology Reference Page

- **Subject:** The subject of a sentence is the main focus to which the action, description, or discussion is directed.  
Alexis wrote the book.
- **Object:** The object of a sentence is the recipient of that action, description, etc.  
Alexis wrote the **book**.
- **Noun:** a person place thing or idea.  
Sharon, Paris, car, happiness
- **Pronoun:** a smaller word that takes the place of the noun.  
Clunky: **Sheila** found the book distasteful because **Sheila** thought it was too long for **Sheila's** liking.  
Better: Sheila found the book distasteful because **she** thought it was too long for **her** liking.
- **Antecedent:** The noun that is replaced by the pronoun is called the antecedent of the pronoun.  
**Jeffrey** needs to fix his **car** because it is not running well.
- **Verb:** describes the action of the subject or a state of being.  
Example: run, swim, think, write, eat, love, is, were
- **Modifiers** – words or phrases that describe the subject  
**Adjectives:** describe nouns  
the **quick** runner, my **thoughtful** brother, the **easy** test  
**Adverbs:** describe verbs, adjectives or other adverbs  
**quickly** running; my **extremely** thoughtful brother; completing the test **extremely easily**
- **Prepositions:** the great connectors of words  
to, across, around, of, for, past, about, from, through, over, into, toward  
They competed **against** each other. They competed **with** each other. They competed **for** the prize.
- **Conjunctions and Disjunctions:** connect phrases and clauses  
FANBOYS: for, and, nor, but, or, yet, so.  
New York City is beautiful **but** too EXPENSIVE to stay long.  
New York City is beautiful **and** easy to get around.
- **Clause:** a group of words that form part of the sentence. There are independent clauses and dependent clauses. An independent clause is a whole sentence or part of a sentence that contains a subject, a verb, and completes a particular thought. A dependent clause is a part of the sentence that leans on the independent clause in order to make the sentence complete. Independent clauses can stand on their own two feet; dependent clauses lean on the independent clause in the sentence.
- **Phrase:** a group of words that use prepositions and do not contain themselves subjects and verbs in the group. We often think of phrases as sections of the sentence to help modify or extend the subject or to help form the connection between the verb and the object. Remember: the object of the sentence is the part that is taking the action.

# SAT Writing General Strategy



## Find your *optimal pace*:

- Equal time to each passage means \_\_\_\_\_ minutes per passage.
- Shoot for \_\_\_\_\_ minutes per passage if you want to bank time in case of a tough passage.

## Know the major question families and types:

- **Standard English Conventions (Grammar & Usage)**

- |   |   |                        |
|---|---|------------------------|
| <ul style="list-style-type: none"> <li>○ <b>Punctuation</b></li> <li>○ <b>Verb tense</b></li> <li>○ <b>Verb-Subject Agreement</b></li> <li>○ <b>Noun-pronoun Agreement</b></li> <li>○ <b>Ambiguous Pronouns</b></li> <li>○ <b>Transitions</b></li> <li>○ <b>Run-ons</b></li> <li>○ <b>Fragments</b></li> <li>○ <b>Conciseness</b></li> <li>○ <b>Redundancy</b></li> </ul> | <ul style="list-style-type: none"> <li>○ Parallelism</li> <li>○ Modification</li> <li>○ Vocabulary</li> <li>○ Idioms</li> <li>○ Homophones</li> </ul> | } Minor<br>study areas |
|---|---|------------------------|

- **Expression of Ideas (Content)**

- Adding Statements
- Deleting Statements
- Logical Placement
- Data Analysis

# SAT Writing General Strategy



**THREE** test-taking strategies can boost your accuracy and efficiency in Section 2.

**STRATEGY ONE:** Identify the issues by \_\_\_\_\_

- Chicago is a large, bustling city, but it's residents still maintain a calm and pleasant attitude.

(A) No Change

(B) large bustling city, but it's

(C) large, bustling city but its

(D) large, bustling city, but its

← *Three issues are in play. Don't start with the first; start with the easiest!*

**STRATEGY TWO:** Cut to \_\_\_\_\_

- A valuable member of upper management, Thomas Jackson, who started with the company in 2005 along with several other key players, were able to lead the team to their sales goals.

*Now **cut to the core** – the excess is meant to distract*

A valuable member of upper management, Thomas Jackson, who started with the company in 2005 along with several other key players, were able to lead the team to their sales goals.

**STRATEGY THREE:** Eliminate \_\_\_\_\_

- Although Jackson was not the first member of his class to become published, his accomplishment turned out to be the most significant.

(A) No Change

(B) published; his accomplishment

(C) published. His accomplishment

(D) published his accomplishment

← If (B) were right, then (C) would have to be right too.

Since we can't have 2 right answers, they must both be wrong.

# Punctuation

Number of Questions/Test: 8-10

There are four main punctuation issues to tackle

- **Commas**
- Semicolons
- Colons
- Apostrophes

**RULE:** Commas split two separate ideas in a sentence or split off a 'side note' from the main track

- *Jason usually works twelve hours per day, **but he doesn't put in a lot of effort.***
- *Although Jason usually works twelve hours per day, **he doesn't put in a lot of effort.***
- *Jason, **the founder of the Rexford Company,** usually works twelve hours per day.*

1. One major hurdle involved with the sale of a home whether you are the buyer or the seller, is allowing for a thorough inspection that could reveal structural issues.

- (A) No change
- (B) home, whether you are the buyer or the seller, is
- (C) home, whether you are the buyer or the seller is
- (D) home whether you are the buyer, or the seller is

2. The mountain path, horribly covered in overgrowth, might someday be restored to its former glory, but there are few people currently willing to put in the work.

- (A) No change
- (B) glory, but there are few people, currently
- (C) glory but there are few people, currently
- (D) glory but there are few people currently

3. The man to thank for our favorite blockbuster last summer, movie director, Samuel Feinsburg has already won countless awards.

- (A) No change
- (B) summer, movie director, Samuel Feinsburg, has
- (C) summer movie director Samuel Feinsburg, has
- (D) summer - movie director Samuel Feinsburg - has

4. Although Amelia finally felt somewhat renewed from her long night of sleep, her cold, annoyingly holding on still gave her congestion.

- (A) No change
- (B) sleep her cold, annoyingly holding on, still
- (C) sleep, her cold, annoyingly holding on, still
- (D) sleep, her cold, annoyingly holding on still

# Punctuation

Number of Questions/Test: 8-10

There are four main punctuation issues to tackle

- Commas
- **Semicolons**
- Colons
- Apostrophes

**RULE:** Semicolons are basically periods. They separate two independent clauses.

- *There are three states trying to pass Amendment 103; New York is one of them.*
- *There are three states trying to pass Amendment 103; however, New York is not one of them.*

5. There's no telling whether Martina will reach the summit before dusk; many of the factors that could add time to the journey are out of her control.

- (A) No change
- (B) dusk, many of the factors that
- (C) dusk; many of the factors, that
- (D) dusk, but many of the factors that

6. Despite the fact that this past year has been strong – even remarkable – for the overseas branch of our business; we have seen little or no growth here at the home base.

- (A) No change
- (B) business, we
- (C) business we
- (D) business, but we

7. One will have a hard time succeeding in geometry without a strong knowledge of algebra, a considerable number of geometric solutions involve building equations with unknowns.

- (A) No change
- (B) algebra; as a considerable
- (C) algebra a considerable
- (D) algebra, as a considerable

8. The trouble with our employees is not the most important issue, instead, we need to discuss a more effective and efficient management strategy.

- (A) No change
- (B) issue instead we
- (C) issue; instead, we
- (D) issue; instead, we,

# Punctuation

Number of Questions/Test: 8-10

There are four main punctuation issues to tackle

- Commas
- Semicolons
- **Colons**
- Apostrophes

**RULE:** A colon signifies **further explanation** which will come as a *list* or an *independent clause*.

- There are three states trying to pass Amendment 103: *New York, Arizona, and Delaware*.
- Property taxes in Linsford are high: *most home-owners pay over \$10,000 per year*.

9. Kai, often the person to save the day, luckily had with him the three simple but vital tools needed to get the project started, a hammer, a screw driver and a pencil.

- (A) No change
- (B) started: which were a hammer a screw driver, and a pencil.
- (C) started: a hammer, a screw driver, and a pencil.
- (D) started; a hammer, a screw driver, and a pencil.

10. The storm, with its high winds and damaging flood waters, wreaked havoc on the town of Redsburgh, so all of the funding that was intended for the museum had to be rerouted.

- (A) No change
- (B) Redsburgh: so
- (C) Redsburgh so
- (D) Redsburgh; so

11. The storm, with its high winds and damaging flood waters, wreaked havoc on the town, nearly every structure was significantly affected.

- (A) No change
- (B) town, nearly, every
- (C) town: nearly every
- (D) town: nearly each and every single

12. In the winter of 1911, the Forks River had become impassable due to a formidable barrier; the precarious ice jams.

- (A) No change
- (B) barrier: that being
- (C) barrier:
- (D) barrier; and this was

# Punctuation

Number of Questions/Test: 8-10

There are four main punctuation issues to tackle

- Commas
- Semicolons
- Colons
- **Apostrophes**

**RULE:** Apostrophes establish possession. Apostrophes are placed differently for singular vs. plural items

- *My **brother's** swim meet will take place tomorrow.* (Referring to one brother)
- *My **brothers'** swim meet will take place tomorrow.* (Referring to multiple brothers)

13. The large house had four generously sized bedrooms. Every one of the bedrooms closets which were walk-ins would offer plenty of room for clothing.

- (A) No Change
- (B) bedroom's closets, which were walk-ins,
- (C) bedrooms' closets which were walk-ins,
- (D) bedrooms' closets, which were walk-ins,

14. The crew wanted to know three main things about the factory: its size, the year it was built, and the number of repairs it would need to meet code.

- (A) No Change
- (B) factory; it's size, the year it was built,
- (C) factory: it's size, the year it was built,
- (D) factory: its size, the year it was built

15. Georgia escaped the worst of the infestation; on the other hand, many of Alabama's farms crops saw mass devastation.

- (A) No Change
- (B) Alabamas farm's crops
- (C) Alabama's farm's crops
- (D) Alabama's farms' crops

16. Chen, the substitute teacher for the day, heard a students' comment about the disorganization of the lesson set out for that class.

- (A) No Change
- (B) a students comment about the disorganization
- (C) a student's comment, about the disorganization
- (D) a student comment about the disorganization

## Verb Tense Errors

Number of Questions/Test: 1-2

**RULE:** Surrounding context determines tense, so mind the broader paragraph surrounding the issue.

- If you **are** interested in broadcasting, you've probably considered a number of exciting jobs in this field, including reporting or anchoring for a local news station. There certainly **existed** a number of schools in your area that may help make this career path a reality for you.

**TIP:** Keep it *simple*. The SAT rarely tests outside the *simple* past, *simple* present, and *simple* future tenses.

17. The girls accomplished the tasks they set out to do for the day. Most importantly, they mailed the letter that contained Sue's job application to the Minsford Company.
- (A) No change  
(B) have mailed  
(C) will mail  
(D) were mailing
18. If you are attracted to astronomy, you can find a way to pursue it on a regular basis. There were several clubs in your area that can help you explore this passion.
- (A) No change  
(B) are  
(C) has been  
(D) once was
19. The incoming class at Bridgeford Law School certainly looked promising. But some students do not perform under pressure as well as others did, and may even fail out.
- (A) No change  
(B) do  
(C) have  
(D) will
20. In 1972, to reduce pollution in the Great Lakes, limits having been set by the United States and Canada on the amount of phosphorus that could be discharged into Lakes Erie and Ontario.
- (A) No change  
(B) had been set  
(C) were set  
(D) set

# Verb-Subject Agreement

Number of Questions/Test: 1-2

**RULE:** A verb must agree with its subject *in number*.

- *Jason, the founder, usually **works** twelve hours per day.*
- *Jason and Steve, the co-founders, usually **work** twelve hours per day.*

**TIP:** The test writer will make this topic harder by creating space between subject and verb:

- *The magic show, which the large population of Ericstown had been highly anticipating for the last several weeks, **were** full of predictable tricks.*  
was

21. The harmful effects of smoking on the vascular system is increasingly well documented.
- (A) No change  
(B) is increasing documented  
(C) are increasingly well documented  
(D) are increasing in better documentation

23. Workers hoping to take a prolonged leave of absence has often been disappointed when they find that they will be docked pay.
- (A) No change  
(B) being often disappointed  
(C) have often been disappointed  
(D) often disappointed

22. The grooved and barbed spears of the box jellyfish, each trailed by a poison thread, is released when the animal is threatened.
- (A) No Change  
(B) is releasing  
(C) has been released  
(D) are released

24. Jefferson's novel, written in his late thirties when his mind was most focused on childhood memories, depict a sense of longing for the past.
- (A) No Change  
(B) depicting  
(C) depicts  
(D) have depicted

# Noun-Pronoun Agreement

Number of Questions: 1-2

Recall what pronouns are: *it, he, she, they, them, their, etc.*

**RULE:** A pronoun must agree with its subject in number

- *Jason and Steve, the co-founders, often find **they** work twelve hours per day.*  
Plural Noun Plural Pronoun
- *Smithfield Shoe Store will be opening up **its** new location next month.*  
Singular Noun Singular Pronoun

**TIP:** The test writer will make this topic harder by creating space between noun and pronoun.

- *The **equipment** Aaron needs for the climbing trip, most of which is scattered throughout his basement and garage shelves, will be difficult to locate if ~~they are~~ found at all.*  
it is

25. Snow can certainly pose a hazard to drivers, but sleet and freezing rain are the main culprits in winter accidents because it creates the slickest road conditions.
- (A) No Change  
 (B) creating  
 (C) they create  
 (D) it will create

27. John's statement regarding the dangers of illegal gun purchases are powerful because of their overwhelming candidness.
- (A) No Change  
 (B) is powerful because of their  
 (C) are powerful because of they're  
 (D) is powerful because of its

26. Hershey, Pennsylvania was originally known as Derry Church, but its name was changed to honor one of their most famous residents.
- (A) No Change  
 (B) its  
 (C) it's  
 (D) our

28. Before boarding, a passenger must purchase his or her tickets in the main concourse of the bus terminal, rather than on the bus.
- (A) No Change  
 (B) their  
 (C) one's  
 (D) there

# Ambiguous Pronouns

Number of Questions: 1

**RULE:** A pronoun must clearly connect to one and only one noun

- **Jason** told **Steve** that the workload is too oppressive and that **he** should consider cutting his hours.  
*Unclear - Does the pronoun "he" refer to Jason or Steve?*
- **Smithfield Shoe Store** will be opening up soon but **they** can't say exactly what day.  
*The pronoun 'they' doesn't really connect to anyone.*

**TIP:** The issue at hand may span to more than one sentence.

- **EXAMPLE:** **The multi-national bank** was in financial crisis, lacking ability to lend out badly needed funds to the sinking **Generex Corporation**. No one knew if **it** would make it out of this mess anytime soon.  
*(unclear what "it" is: multinational bank or Generex?)*

29. The firemen did their best to rescue all the workers before any serious injuries set in. Just about everyone came out fine, but one of them did endure serious burns.
- (A) No Change  
(B) of these  
(C) did  
(D) of the firemen did

30. Jane keeps reminding Erin of the project that she needs to complete before tomorrow's end.
- (A) No Change  
(B) she needed  
(C) Erin needs  
(D) Erin is needing to

31. In the northern Pacific, killer whales are the natural predator of sea lions as shown in the documentary footage. Scientists have long been interested in this, and will continue studies on the matter for time to come.
- (A) No Change  
(B) it  
(C) them  
(D) this predator-prey relationship

32. The initial processing alone – which takes about six to seven hours – produces a computer chip that is not yet fit for sale, so they refine it by way of two more steps.
- (A) No Change  
(B) so manufacturers  
(C) when they  
(D) as customers

# Transitions

High Difficulty

Number of Questions/Test: 3-4

**RULE: Transitions** link one idea to the next:

- Xavier has the most natural talent on our team. **On the other hand**, he never comes to practice.

**TIP:** Conceptualize transitions as each falling into a particular *family*:

CONTRAST	SIMILARITY	CONTINUATION	EXAMPLE	EMPHASIS
On the other hand On the contrary However In contrast	Likewise Similarly	In addition Furthermore Similarly Moreover	For instance For example	In fact As a matter of fact Indeed Certainly
	RESTATEMENT	CHRONOLOGY	CAUSE & EFFECT	
	In other words To clarify	Previously Meanwhile Subsequently Finally	Consequently As a result Therefore Thus	

**33.** One can make the case that Canada should not be referred to as our northern neighbor. Meanwhile, more than half of the states extend farther north than Canada's southernmost point.

- (A) No change
- (B) In fact,
- (C) As a result
- (D) Furthermore

**35.** One might think that many museums would house the Roman war chariots that are so familiar to us. On the contrary, these are very rare artifacts because by the sixth century B.C. they were no longer used in battle.

- (A) No change
- (B) Thus,
- (C) Likewise,
- (D) In sum,

**34.** Some people are convinced that dowsing, a method of finding underground water with a y-shaped stick, is effective. Others, as a result, condemn the procedure as mere superstition.

- (A) No change
- (B) for example
- (C) therefore
- (D) however

**36.** The famous battle depicted in the film *Braveheart* took place in northern England. As a result, many people assume it was filmed in the Scottish highlands.

- (A) No change
- (B) On the other hand
- (C) Subsequently
- (D) Moreover

# Run-On Sentences

Number of Questions/Test: 1-2

**RULE:** A sentence with two *independent clauses* is a run-on. It sounds like 2 sentences jammed into one.

- Jeff plays baseball every year, he is the captain of his team. (Run on)  
Independent clause                      Independent clause

**TIP:** A run-on can be fixed in three main ways →

- Jeff plays baseball every year; he is the captain of his team. (Use punctuation.)
- Jeff plays baseball every year, and he is the captain of his team. (Use a conjunction.)
- As the captain of his team, Jeff plays baseball every year. (Make one clause *dependent*.)  
Dependent clause                      Independent clause

37. The board of directors has been up all night long, they need to come up with a plan to cut the corporation's expenses.  
 (A) No change  
 (B) long, the directors  
 (C) long because they  
 (D) long, and while they

39. The biohazard crew took every possible precaution in handling the bacteria, they thought it was deadly, but it turned out to be innocuous.  
 (A) No change  
 (B) which they thought was deadly but  
 (C) it was thought to be deadly but  
 (D) and though they thought it was deadly, but

38. The historians now turned their attention to studying the Incan Empire, it was the strongest civilization in pre-Columbian America.  
 (A) No change  
 (B) they were  
 (C) it being  
 (D) DELETE the underlined portion

40. The guidebook was the hikers' most valuable possession, pointing out the right path through the woods, it also served as entertaining reading material along the way.  
 (A) No change  
 (B) but it also served  
 (C) and they served  
 (D) while serving

# Fragments

Number of Questions/Test: 1-2

**RULE:** While a run-on packs *too much* into one sentence, a **fragment** leaves you with not enough:

- The car, which is out back. (A fragment is a sentence that *lacks* an independent clause.)  
Dependent clause

**TIP:** A fragment can be fixed in two main ways →

- The car, which is out back, **needs repair.** (Add a final thought.)
- The car is out back. (Remove a word to create an independent clause.)

**TIP:** A statement containing a lot of detail can be very long but still be a fragment:

- The car, which is one of the first in its class not only to run solely on electricity but also to reach sixty miles per hour in less than four seconds.

41. The new restaurant on fifth street, which has disappointed many people with its lack of organization and poor management.
- (A) No change  
(B) which have disappointed  
(C) disappointing  
(D) has disappointed

43. Samantha, finding a way to win gold in all three areas of the competition, a feat which no one expected her to accomplish.
- (A) No change  
(B) Samantha having found  
(C) Samantha found  
(D) Since Samantha found

42. At 2.5 million light years away, the Andromeda galaxy is the most distant thing visible to your naked eye.
- (A) No change  
(B) galaxy, the  
(C) galaxy, while being the  
(D) galaxy, is the

44. The old church and nunnery at the edge of Hartsburg, first constructed as part of a project to revitalize a deteriorating neighborhood.
- (A) No change  
(B) Hartsburg, which were first constructed  
(C) Hartsburg was first constructed  
(D) Hartsburg were first constructed

## Conciseness

Number of Questions/Test: 2-4

**RULE:** Given two grammatically correct choices, the **most concise** one wins.

**TIP:** The SAT tests this matter in two ways:

(1) Reducing sentences

- **In consideration of these unusual circumstances**, we can make an exception for you.
- **Considering these unusual circumstances**, we can make an exception for you. ← Shorter = better

(2) Combining sentences

- **The lion is a voracious eater. It consumes** dozens of pounds of meat in one sitting.
- **The lion is a voracious eater, consuming** dozens of pounds of meat in one sitting. ← Shorter = better

45. In order to test the effectiveness of a new drug, doctors need a sample set. Speaking in a more specific way, doctors need a small segment of the population who are willing to take part in a medical trial.

- (A) No change
- (B) To be more specific,
- (C) More specifically,
- (D) More specific,

46. Investment bankers may earn a lot of money but don't necessarily have the most desirable profession. They work up to twelve hours per day in high-stress situations.

Which of the following most effectively combines the sentences at the underlined portion?

- (A) profession, and they work
- (B) profession, as they must work
- (C) profession, working
- (D) profession, in that they work

47. The judge wanted definite proof of the lawyers' accusations, and stated firmly that he would not allow their speculations.

- (A) No change
- (B) them to speculate
- (C) speculating on the matter
- (D) speculation

48. Climbers must learn the technical aspects of scaling rock faces as well as build muscular endurance. They must master the proper use of a variety of ropes and harnesses.

Which of the following most effectively combines the sentences above?

- (A) Mastering the proper use of various ropes and harnesses, climbers must build muscular endurance as well as learn the technical aspects of scaling rock faces.
- (B) Climbers, who must learn the technical aspects of scaling rock faces and build muscular endurance, must master the proper use of various ropes and harnesses.
- (C) Along with building muscular endurance, climbers must learn the technical aspects of scaling rock faces, which includes mastering the use of various ropes and harnesses.
- (D) Climbers must master the use of various ropes and harnesses to learn the technical aspects of scaling rock faces and building muscular endurance.

## Redundancy

Number of Questions/Test: 2-3

**RULE:** An idea is **redundant** when it unnecessarily repeats a previous thought.

The company holds an **annual** Christmas party for its employees **every year**.

49. Although the doctors were confident that the surgery would cure the cancer once and for all, but the patient was consumed with worry.
- (A) No change
  - (B) even so
  - (C) however
  - (D) DELETE the underlined portion
50. The flammable liquids, which were prone to catching fire, should be removed from the shelves and put in a safer place.
- (A) No change
  - (B) liquids, prone to catching fire, should
  - (C) liquids are prone to catching fire and should
  - (D) liquids should
51. Jane's unsuspecting uncle was unaware and didn't realize the fact that dozens of his friends were waiting behind closed doors to sing Happy Birthday.
- (A) No change
  - (B) unsuspecting uncle was unaware of the fact
  - (C) uncle was unaware of the fact
  - (D) uncle was unsuspecting, not knowing
52. The environmentalists' main goal was to save this now rare species of tree. These trees have lived on the island for the last several millennia.
- (A) No change
  - (B) of tree, these being trees that have
  - (C) of tree, and such trees have
  - (D) of tree, which has



## Writing Concepts Summary (Major Grammar & Usage issues)



**Commas** – separate ‘side notes’ from the ‘main track’ and are used to split ideas in transitions

- The new policy, **which was passed last week**, will apply to all levels of the department.
- The new baseball stadium was funded well, **but** the staff was ill-equipped to run it properly.

**Colons** – further explain a previous idea / The further explanation may be a list or an independent clause

- The job requires three main items: **your references, your resume, and your cover letter.**
- Neptune is very distant planet: **its orbit lies roughly 4.5 billion miles from the sun.**

**Semicolons** – separate two independent clauses

- The journey will be a difficult one; few people have the strength to complete it.

**Apostrophes** – are used for possession

- All of the **neighbors’** yards are very well manicured. (Apostrophe indicates **multiple neighbors**)
- Our next-door **neighbor’s** dog won’t stop barking! (Apostrophe indicates **one neighbor**)

**Verb Tense** – Know the surrounding context and stick to the simple tenses.

- Allison loved everything about the new house. She finally had her meeting with the sellers and ownership was transferred. The process ~~is~~ long but well worth it.  
was

**Agreement** – Verbs and pronouns must agree with their subjects

- The crowd of teenagers, causing upheaval throughout the halls, ~~are~~ <sup>is</sup> now the biggest problem.
- Colorado, a prime destination for many climbers, is renowned for ~~their~~ <sup>its</sup> challenging peaks.

**Ambiguous Pronouns** – do not connect to *one* specific noun

- The congressmen discussed the new bill with the media. Afterwards, ~~they~~ <sup>the congressmen</sup> returned to the White House.

**Transitions** – Take the time to identify the ideas before and after the transition

- The candidate knew about foreign policy. <sup>On the other hand</sup> ~~As a result~~, he was not well-versed in economic matters.

**Fragments** – The sentence below is *incomplete* because it has no independent clause

- The bald eagle, one of the most impressive birds.

**Run-ons** – The sentence below is *overfull* because it has two independent clauses

- The church renovation will help the town immensely, it will be expensive.

**Conciseness** – communicating an idea clearly and efficiently

- The charity helps local communities as it is a group engaged in providing food for the homeless. **(Wordy)**
- The charity helps local communities, providing food for the homeless. **(Concise)**

**Redundancy** – the use of a word or term that only repeats a previous idea

- The company annually distributes more than one million fliers ~~each year~~.



# Writing 2

## Standard English Conventions

(The Minor Concepts)

# Modifiers

High Difficulty

Number of Questions/Test: 2

A **modifier** is basically a descriptive phrase that wants to be next to the subject it describes

- **Considered the best candidate in the running**, Josephine would almost certainly win the election.  
Modifier Subject

**RULE:** A modifier must come *next to* the subject it modifies.

- **INCORRECT:** **Beeping and swerving**, the accident was narrowly avoided by **Max**.  
Modifier Subject
- **CORRECT:** **Beeping and swerving**, **Max** was able to narrowly avoid the traffic accident.  
Modifier Subject

**53.** Traveling through Yosemite, the scenery of waterfalls and granite peaks, which we photographed, was beautiful.

- (A) No change
- (B) the waterfalls and granite peaks were the beautiful scenery we photographed.
- (C) we photographed the beautiful scenery of waterfalls and granite peaks.
- (D) what we photographed was the beautiful scenery of waterfalls and granite peaks.

**54.** Dressed in a crisp, clean uniform, it reflected the efficient manner of the tour guide as she distributed maps for a walking tour of central Canberra.

- (A) No change
- (B) Dressed in a crisp, clean uniform, the efficient manner of the tour guide was reflected
- (C) Dressed in a crisp, clean uniform that reflected the efficient manner of the tour guide
- (D) The crisp, clean uniform of the tour guide reflected her efficient manner

**55.** Though now one of the most famous abstract artists, critics once ridiculed Jackson Pollock for his technique of splattering paint on canvases.

- (A) No change
- (B) critics once were ridiculing Jackson Pollock
- (C) Jackson Pollock once ridiculed by critics
- (D) Jackson Pollock was once ridiculed by critics

**56.** If asked to name a musical group with broad and lasting appeal, the Beatles would be the choice for many, no matter what kinds of music are actually preferred.

- (A) No change
- (B) the Beatles will be chosen by many people, no matter what kinds of music they actually prefer.
- (C) the choice for many people, whatever kinds of music they actually prefer, would be the Beatles.
- (D) many people, no matter what kinds of music they actually prefer, would choose the Beatles.

**57.** Lacking good instruction, my mistakes in creating a graph to illustrate historical trends were numerous.

- (A) No change
- (B) I made numerous mistakes in creating a graph to illustrate historical trends.
- (C) there were numerous mistakes in the graph I created to illustrate historical trends.
- (D) I created a graph to illustrate historical trends with numerous mistakes.

# Parallelism

Number of Questions/Test: 0-1

**RULE: Parallelism** involves keeping items in a list or comparison in the same (or at least similar) form.

- *Maintaining a car properly involves **rotating** the tires, **switching** out filters, and **oil changes**.*  
*changing the oil.*
- *The **thorns** of a black locust tree are not as sharp as **rose bushes**.*  
*those of a rose bush.*

- 58.** If left unattended for long, flooding in your home can rot wood flooring, spawn mold within sheetrock, not to mention personal property destruction.
- (A) No change  
(B) causing damage to personal property.  
(C) destroy personal property.  
(D) the destruction of personal property.

- 60.** Brazilian Jiu Jitsu is extremely difficult to learn. The fundamental techniques involved in Brazilian Jiu Jitsu are more complex than those of most other martial arts.
- (A) No change  
(B) that in most other martial arts.  
(C) most other martial arts.  
(D) most martial arts techniques.

- 59.** Turning our attention to male adults, the weight of two white rhinoceroses combined will likely be less than one Indian rhinoceros.
- (A) No change  
(B) less than those of  
(C) less than that of  
(D) less then

- 61.** Often logging over eighty hours in the office, a first-year financial broker works considerably longer than the hours of a typical veteran in the field.
- (A) No change  
(B) than those of a typical veteran in the field.  
(C) compared with a typical veteran in the field.  
(D) than does a typical veteran in the field.

# Idioms

Number of Questions/Test: 1-2

A **prepositional idiom** is a phrase that requires a specific preposition (to, for, in, with, by, etc.)

- Susan has an incredible **ability to learn** language (Idiomatically correct)
- Susan has an incredible **ability for learning** language (Idiomatically incorrect)

**RULE:** There is no rule! Unfortunately, you just have to know the right preposition for the circumstance, but here are some commonly ones tested:

- Amanda is capable \_\_\_\_\_ learning language.
- Brett is forbidden \_\_\_\_\_ go out.
- Carly refused offers \_\_\_\_\_ assistance.
- Daniel is immune \_\_\_\_\_ the awful disease.
- Erika is preoccupied \_\_\_\_\_ this show.

62. Aside from monitoring bank employees, cameras can be used in the catching of footage of possible intruders after hours.
- (A) No change  
(B) in catching  
(C) as catching  
(D) to catch

63. A gutter system is extremely important for any house because it serves as a means for channeling water away from the foundation.
- (A) No change  
(B) serves as a means to channel  
(C) serves to be a means for channeling  
(D) serves in being a means to channel

64. SETI Institute, a non-for-profit organization in search of extraterrestrial life, was founded in 1984.
- (A) No change  
(B) in search for  
(C) for searching of  
(D) in search to find

65. The band of criminals, recently apprehended in Georgia, is cooperating with police in hopes of reducing the impending prison sentence.
- (A) No change  
(B) in hopes to reduce  
(C) in hoping to reduce  
(D) in hopes at reducing

# Idioms

Number of Questions/Test: 1-2

In the following list of common idioms, you might star & memorize any that don't come naturally.

**About**

Worry about  
Complain about  
Wonder about  
Curious about  
Think about  
Bring about  
To be particular about

**Against**

Protect against  
Defend against

**At**

Succeed at  
Adept at

**By**

Confused by  
Followed by  
Predate by  
Puzzled by  
Perplexed by  
Impressed by  
Amazed by  
Awed by  
Surprised by  
Stunned by  
Shocked by  
Outraged by  
Encouraged by  
Accompanied by

**For**

Named for  
Recognized for  
Known for  
Famous for  
Celebrated for  
Have a tolerance for  
Strive for  
Compensate for  
Responsible for  
Watch for  
Look out for  
Wait for  
Last for  
Endure for  
Prized for  
Necessary for  
Criticize for  
Blame for  
Advocate for

**From**

Protect from  
Defend from  
Far from  
Different from  
Refrain from  
Apparent from  
Prevent x from doing y  
Opposite from

**Into**

Enter into  
Have insight into

**In**

Interested in  
Succeed in  
Have confidence in  
Engage in  
Take pride in  
In x as in y

**On**

Based on  
Draw on  
Insist on  
Focus on  
Rely on  
Reflect on  
Dwell on

**Over**

Have power over  
Have control over  
Mull over

**Of**

Have an appreciation of  
Suspicious of  
A mastery of  
A command of  
Capable of  
Incapable of  
In recognition of  
Devoid of  
A proponent of  
A source of  
An offer of  
An understanding of  
A knowledge of  
Approve of  
Disapprove of  
In awe of  
Take advantage of  
Composed of  
Comprised of  
Consist of  
Convinced of  
Characteristic of  
Typical of  
In the hopes of  
A variety of  
A plethora of  
An abundance of  
To be a native of  
On the verge of  
Combination of x and y

**To**

Recommend to  
Listen to  
Try to – not try and  
Prefer something to something else  
Devoted to  
In contrast to  
In opposition to  
A threat to  
Central to  
Unique to  
Similar to  
Parallel to  
As an alternative to  
Inured to  
Be native to  
Put questions to  
In addition to  
As opposed to

**Toward**

Biased toward  
A tendency toward

**With**

Familiar with  
Unfamiliar with  
Identify with  
Correlate with  
Sympathize with  
Consistent with  
Inconsistent with  
Preoccupied with  
Cope with/Coping with

## Homophones

Number of Questions/Test: 1

**Homophones** are words that sound the same but carry different meanings such as **fair** and **fare**.

**RULE:** The most effective use of your study time is just to now the big four homonym pairs the SAT likes:

- Put your clothes over **there**. / This is **their** car.
- Jack went to the car and changed **its** tires. / **It's** the best thing out there.
- Amelia has more money **than** Edward. / Amelia finished cleaning and **then** visited Sue.
- Has the storm **affected** the town in any way? / Did the storm leave any negative **effect**?  
(verb) (noun)

66. Because the company's employees will be responsible for an abundance of vital tasks, both at the office and at home, we must find the most efficient ways to make use of our time.

- (A) No change
- (B) their
- (C) there
- (D) his or her

67. It was impossible to know whether even the strongest of all gamma rays generated by the nuclear explosions in space affect our DNA in any significant way.

- (A) No change
- (B) affects
- (C) effect
- (D) effects

## Vocabulary

Number of Questions/Test: 2-4

**RULE:** Memorizing vocabulary is a time-consuming project with often very low point-yield. There are an enormous number of words that *could* be tested and few vocabulary questions overall.

**TIP:** Only as a very low priority, here are two possible resources that reveal commonly used SAT words:

- <https://blog.collegevine.com/100-vocab-words-to-know-for-the-sat/> (100 words)
- <https://blog.prepscholar.com/sat-vocabulary-words> (262 words)

68. One of the most significant effects of this continued production was the release of methane, a very potent greenhouse gas.

- (A) No change
- (B) sturdy
- (C) durable
- (D) stout

69. In the Indiana court room, the defendant found himself persecuted on charges of breaking and entering as well as unarmed robbery.

- (A) No change
- (B) tyrannized
- (C) prosecuted
- (D) coerced



# Course Packet Answer Key

## Math Strategies:

1. D
2. C
3. D
4. D
5. A
6. B
7. A
8. B
9. B
10. B
11. C
12. D
13. B
14. B
15. C
16. D
17. D
18. A
19. B
20. A
21. A
22. A
23. B
24. B
25. A
26. D
27. B
28. C
29. C
30. B
31. C
32. D
33. D
34. C
35. D
36. C
37. B
38. C
39. C
40. C
41. D
42. B
43. B
44. C
45. C
46. D
47. C
48. 35

49. 12
50. D
51. B
52. A
53. A

## Reading Portions:

1. E
2. D
3. E
4. C
5. C
6. D
7. A
8. C
9. D
10. D
11. E
12. B
13. B
14. C
15. C
16. E
17. D
18. A
19. D
20. B
21. A
22. B
23. B
24. E
25. D
26. C
27. C
28. B
29. E
30. A
31. E
32. D
33. B
34. B
35. C
36. E

## Writing Portions:

1. B
2. A
3. D
4. C
5. A
6. B
7. D
8. C
9. C
10. A
11. C
12. C
13. D
14. A
15. D
16. D
17. A
18. B
19. B
20. C
21. C
22. D
23. C
24. C
25. C
26. B
27. D
28. A
29. D
30. C
31. D
32. B
33. B
34. D
35. A
36. B
37. C
38. D
39. B
40. D
41. D
42. A
43. C
44. D
45. C
46. C
47. D
48. C

ii.

49. D
50. D
51. C
52. D
53. C
54. D
55. D
56. D
57. B
58. C
59. C
60. A
61. D
62. B
63. D
64. A
65. B
66. B
67. A
68. A
69. C

**SAT PRACTICE ANSWER SHEET**

COMPLETE MARK 

EXAMPLES OF INCOMPLETE MARKS



Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Test Number: \_\_\_\_\_

**SECTION 1**

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**SECTION 2**

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**SECTION 3**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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16         17         18         19         20

**SECTION 4**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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31         32         33         34         35         36         37         38

Once complete, photo and text this bubble sheet to Jim Addeo at 518 727 7105 in order to receive a score report.

**SAT PRACTICE ANSWER SHEET**

COMPLETE MARK  EXAMPLES OF INCOMPLETE MARKS        

Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Test Number: \_\_\_\_\_

**SECTION 1**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	51 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	52 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

**SECTION 2**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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**SECTION 3**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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**SECTION 4**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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31         32         33         34         35         36         37         38

Once complete, photo and text this bubble sheet to Jim Addeo at 518 727 7105 in order to receive a score report.

**SAT PRACTICE ANSWER SHEET**

COMPLETE MARK 

EXAMPLES OF INCOMPLETE MARKS



Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Test Number: \_\_\_\_\_

**SECTION 1**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	51 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	52 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

**SECTION 2**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	

**SECTION 3**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

16         17         18         19         20

**SECTION 4**

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

31         32         33         34         35         36         37         38

Once complete, photo and text this bubble sheet to Jim Addeo at 518 727 7105 in order to receive a score report.