

The **BIG** Idea

- What kinds of questions will be on the SAT?

AGENDA

Approx. 45 minutes

- I. Warm Up: SAT Strategies (5 minutes)
- II. The Real Deal (35 minutes)
- III. Wrap Up: Registration Clarification (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student pages 11-12, SAT Strategies
- Student page 13, Sentence Completion Practice Questions
- Student pages 14-15, Passage-Based Reading Practice Questions
- Student pages 16-17, Mathematics Multiple-Choice Practice Questions
- Student pages 18, Mathematics Student-Produced Responses Practice Questions
- Student pages 19, Mathematics Student-Produced Responses Practice Grids
- Student page 20, Improving Sentences Practice Questions
- Student page 21, Identifying Sentence Errors Practice Questions
- Student pages 22-23, Essay Practice Question

FACILITATOR PAGES:

- Facilitator Resource 1, The Real Deal Answer Key

Timer

Calculators (one class set)

Overhead or LCD projector

Highlighters (one class set)

OBJECTIVES

During this lesson, students will:

- Learn general SAT test-taking strategies.
- Get to know the structure and content of the SAT.
- Work through sample questions from each SAT section.

OVERVIEW

Every website and test prep guide for students taking the SAT stresses the importance of practice tests. There is no substitute for being familiar with the format and types of questions asked, and there's no doubt that having prior experience tackling real "retired" SAT questions will help students better prepare for the test day. Also, students will do better if they approach the test armed with general SAT test-taking strategies. This lesson includes practice questions, strategies, and test-taking tips.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 11 – 12, SAT Strategies**
 - **Facilitator Resource 1, The Real Deal Answer Key** (strategies only)
- You'll want to visit www.collegeboard.com for a complete discussion about preparing for the SAT, and also to review other test examples not included in this lesson. The "For Professionals" section is particularly helpful, and includes info for K-12 school counselors.
- Print out extra copies of the checklist from last week's lesson (Grade 11, Test Prep 1, Introduction to ACT-SAT) **Student Handbook pages 9-10, Plan of Attack for Activity III, Wrap Up: Registration Clarification. (NOTE: Remind students that it is critical to keep this information confidential if parents decide to provide credit card information or social security information.)**

BACKGROUND INFORMATION

Understanding what to expect and practicing sample questions will help students immensely when they take the SAT. Although there is no substitute for solid schoolwork as the best preparation for the SAT, familiarity and experience will go far in helping to boost confidence, and ultimately, scores. Many students from upper-middle class families take "prep courses" that give them this leg up; but test-taking tips and practice questions are free to students who look for them on the Internet, in school guidance offices, and at public libraries. This lesson should arm

students with practical knowledge about the SAT, give them a sense of what to expect and how to approach it, and also motivate them to seek out more practice on their own.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. Why should you take the SAT in 11th grade?
2. What subjects do you think you will do the best at on the SAT (reading, writing, or math)? Explain why.
3. What subjects are you most nervous about and why?

Then call on students to read their answers and continue with the Warm Up as written.

In **Activity II, The Real Deal**, only go over as many answers as you have time for in each section – probably one or two. (Students who want to check the rest of their answers can do so on the SAT website, where these sample questions and answers were posted.) How much you cover may vary section to section. Also, it's more valuable to focus on the strategies for each section, rather than on the explanation of any one answer.

If math isn't your area of expertise, ask a star student to explain the math section answers, or refer students to their math teacher for help. **Again, the general test-taking strategies are more important than individual answers.**

ACTIVITY STEPS

I. WARM UP: SAT Strategies (5 minutes)

1. **SAY SOMETHING LIKE:** We're going to spend the next two lessons on the SAT. Who can remember what it is, and why it's important?

Today we'll look at the format and some sample questions. Next week, we'll register for the SAT in class. Everybody will go through the registration process; those of you not planning on taking the test will stop before you have to pay the fee. That way, if you change your mind later, you'll know how to register, and the process will be much, much easier.

Preparing for the SAT isn't like Jeopardy or Trivial Pursuit, and you won't be asked to name the capital of Idaho or the first emperor of the Ming Dynasty. The best preparation is a solid academic background.

The second best way to be prepared is to know the kinds of questions that will be on the test and how they're arranged, as well as strategies for approaching each kind of question. We'll cover some of this today. There's a lot more information about preparing for the SAT out there, and lots of it is available from the College Board itself. Some students will take extensive (and expensive!) SAT prep courses in the hope of improving their scores. The College Board has made a lot of this information available on their website so that all test-takers have access to similar tips.

Taking a test prep course versus studying on your own is kind of like working out with a personal trainer versus working out without one. The trainer keeps you motivated and holds you accountable, but it is possible to do quite well on your own. The essential part is making exercise part of your routine. Reviewing the material in the SAT prep booklet and trying a practice test is the "exercise" of SAT preparation, so don't skip these if you want to play your best game.

Let's turn to **Student Handbook pages 11 - 12, SAT Strategies** for some tips.

Display **Student Handbook pages 11 - 12, SAT Strategies**, on the overhead projector. Give each student a highlighter. Call on students to read each point aloud. Students should highlight important information as it is read aloud.

II. The Real Deal (35 minutes)

1. **SAY SOMETHING LIKE:** Okay! Now you're going to try some real questions from previous SAT tests, which have been "retired" and made available for practice. There are examples from each area of the SAT: Critical Reading, Mathematics, and Writing. Although we won't have time to answer an essay question today, we'll take a look at a sample question to see what's required. Please turn to **Student Handbook page 13, Sentence Completion Practice Questions**.

Hand out calculators to any student who needs one. When everyone has turned to **Student Handbook page 13**, continue.

You'll have two minutes to answer questions in each section, and then we'll discuss them. In addition to going over the answers, I'll give you some helpful strategies you can use if you encounter a similar type of question on the real test.

You may not get to both questions – do as much as you can in the allotted time. How many you do is not important today; the goal is to try your hand at some real SAT content.

Keep working on each designated section until I call time. Don't flip forward, or turn back to other test sections, and stop working immediately when you hear me say, "stop." In the real test, you'll be disqualified if you don't put your pencil down when the proctor says "stop".

One other thing you should know: in the real test, you will have a standardized answer sheet with ovals to fill in; today, you will just circle the answer.

The first two sections focus on Critical Reading: Sentence Completion and Passage-Based Reading.

Get your timer ready and announce, "Go." Give students two minutes to work on the Sentence Completion section.

Okay, STOP! Pencils down.

Spend five minutes discussing the answers, and going over the Strategies listed on your **Facilitator Resource 1, The Real Deal Key**. Make sure to display the strategies on an overhead or LCD projector to assist students in writing their notes. During your discus-

sions, if your students provide the correct answers and seem to understand, skip the formal explanations and focus on the strategies. **If it seems unnecessary, do not go over the “wrong” answers.**

Tell students to write down at least two strategies on their page, as indicated. Then tell students to turn to the next page, and start the next section.

Continue in this manner, giving students two minutes to work, and several minutes to discuss, until you have covered the six types of sample questions, explanations, and strategies.

Notes:

- The discussion of Mathematics Student-Produced Responses should include information re: the correct gridding of student answers. See **Student Produced Responses Practice Grids Answer Key** for examples and explanations.
- There are six questions on Improving Paragraphs in the SAT. Strategies for these items are omitted here for the sake of time.
- The final five minutes should be devoted to a discussion of strategies for the essay section of the test.

III. WRAP UP: Registration Clarification (5 minutes)

1. Write this web address on the board: www.collegeboard.com/satprep.

SAY SOMETHING LIKE: The more practice you get, the better prepared you’ll be on test day. [Point to the web address on the board.] So do yourself a favor, and visit this website, where you can find many more practice questions, along with information and test-taking tips.

[Take out the copies you made from Taking Tests 1, **Student Handbook pages 9-10, Plan of Attack**, and hold them up in front of the class.]

Remember that next week you’ll register in class for the SAT exam. You will need to have completed everything on last week’s checklist. I have copies here for anyone who needs one. Please raise your hands if you do.

[Give out the sheets, while going over the points out loud.]

For next week you need to:

- Select a test date and location
- Investigate to find out if colleges you are interested in require Subject Tests.
- Ask your school counselor for a fee waiver number if you need financial assistance with the registration fee.
- Bring in credit card information, and a permission note to use the credit card from your parent. You'll also need the name and address of the credit card holder (i.e. your parent), the credit card company name (Visa, American Express, Discover, etc), the card number, the expiration date, and the three or four digit security code (located on the back of the card where the card holder's signature is).

WARNING: To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.

If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.

Any questions? [Field questions.] See you next week, on Registration Day

ANSWER KEY: SAT SENTENCE COMPLETION

Directions

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

1. Hoping to _____ the dispute, negotiators proposed a compromise that they felt would be _____ to both labor and management.
- (A) enforce . . . useful
 - (B) end . . . divisive
 - (C) overcome . . . unattractive
 - (D) extend . . . satisfactory
 - (E) resolve . . . acceptable

E is the correct answer. In a two-blank question, you may be able to eliminate some choices using the first blank only. Read the first part of the sentence, and you see that A and D are wrong. “Negotiators” who have “promised a compromise” don’t want to **enforce** or **extend** the dispute.

Moving on to the second blank, you can eliminate B and C. Negotiators wouldn’t be looking for a solution that’s **divisive** or **unattractive** to both sides. The only remaining answer is E. Re-read the sentence with the choices provided. It makes sense.

Difficulty: EASY

2. There is no doubt that Larry is a genuine _____ : he excels at telling stories that fascinate his listeners.
- (A) braggart
 - (B) dilettante
 - (C) pilferer
 - (D) prevaricator
 - (E) raconteur

E is the correct answer. The colon after the missing word signals that a definition or clarification follows. You are looking for a word that means someone who “excels at telling stories that fascinate his listeners.” A **braggart** might actually annoy listeners. A **dilettante** dabbles at a career or hobby, but may not excel. A **pilferer** steals small quantities of stuff (nothing to do with storytelling.) A **prevaricator** tells lies. A **raconteur** fits the definition.

Difficulty: HARD

STRATEGIES FOR SENTENCE COMPLETION QUESTIONS:

- The Critical Reading Section contains two kinds of questions: Sentence Completions and Passage-Based Reading. Work on Sentence Completion questions first, as they take less time to answer than the Passage-Based Reading questions.
- If you don't know what a word means, consider related words, familiar sayings and phrases, roots, prefixes, and suffixes.
- If a sentence has two missing words, you can begin by focusing on one of the blanks. If one of the words in an answer choice is wrong, you can eliminate that choice.
- Always check your answer by reading the entire sentence with your choice filled in.
- Remember that the easy questions are first. The questions get more difficult as you move through the section.

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ANSWER KEY: SAT PASSAGE-BASED READING

Directions

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

The questions below are based on the following passage.

"The rock was still wet. The animal was glistening, like it was still swimming," recalls Hou Xianguang. Hou discovered the
Line 5 unusual fossil while surveying rocks as a paleontology graduate student in 1984, near the Chinese town of Chengjiang. "My teachers always talked about the Burgess Shale
Line 10 animals. It looked like one of them. My hands began to shake."
Hou had indeed found a Naraoia like those from Canada. However, Hou's animal was 15 million years
Line 15 older than its Canadian relatives.

3. In line 5, "surveying" most nearly means
- (A) calculating the value of
 - (B) examining comprehensively
 - (C) determining the boundaries of
 - (D) polling randomly
 - (E) conducting a statistical study of

B is the correct answer. Surveying has several meanings, and a few of them are included above. A, C, and E are incorrect because someone studying fossils wouldn't calculate the value of rocks, determine their boundaries, or conduct a statistical study. Although D is one meaning of "surveying," polling rocks makes no sense at all.

4. It can be inferred that Hou Xianguang’s “hands began to shake” (line 11) because he was
- (A) afraid that he might lose the fossil
 - (B) worried about the implications of his finding
 - (C) concerned that he might not get credit for his work
 - (D) uncertain about the authenticity of the fossil
 - (E) excited about the magnitude of his discovery

E is the correct answer. This question asks you to make an inference. The idea that this fossil looked like others his “teachers always talked about” leads the reader to believe that Hou is on the brink of a great discovery. A is wrong because there’s no suggestion that Hou was afraid of losing the fossil. B and C are wrong because there’s no mention of “worry” over implications or “concern” about getting credit. The first two sentences of the passage describe Hou’s excitement (not his uncertainty) about the fossil, so D is wrong.

Difficulty: EASY

STRATEGIES FOR PASSAGE-BASED READING QUESTIONS:

- The information you need to answer each reading question is always in the passage(s). Reading carefully is the key to finding the correct answer. Don’t be misled by an answer that looks correct but is not supported by the actual text of the passage(s).
- Reading questions often include line numbers to help direct you to the relevant part(s) of the passage. If one word or more is quoted exactly from the passage, the line number(s) where that quotation can be found will appear in the test question. You may have to read some of the passage before or after the quoted word(s), however, in order to find support for the best answer to the question.
- If you don’t know what a word means, consider related words, familiar sayings and phrases, roots, prefixes, and suffixes.
- Do not jump from passage to passage. Stay with a passage until you have answered as many questions as you can before you go on to the next passage.
- Remember that Passage-Based Reading questions do not increase in difficulty from easy to hard. Instead, they follow the logic of the passage.

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ANSWER KEY: SAT MATHEMATICS MULTIPLE-CHOICE

Directions

For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

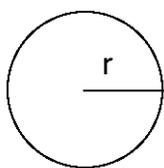
Notes

- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving problems.

They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

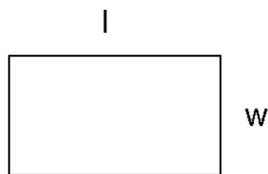
- Unless otherwise specified, the domain of any function is assumed to be the set of all real numbers x for which (x) is a real number.

Reference Information

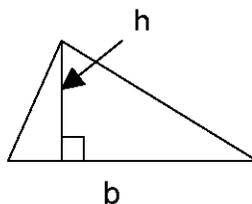


$$A = \pi r^2$$

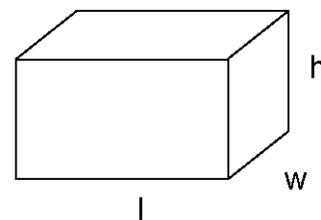
$$C = 2\pi r$$



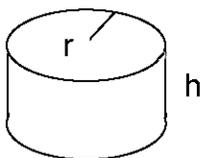
$$A = l w$$



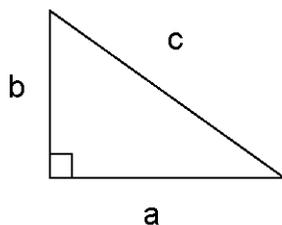
$$A = \frac{1}{2}bh$$



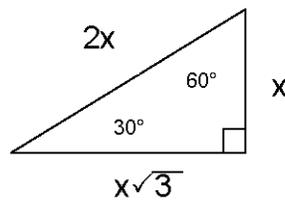
$$V = l w h$$



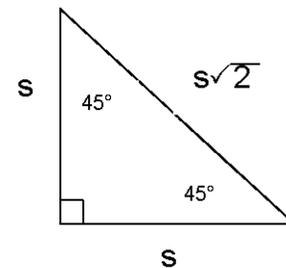
$$V = \pi r^2 h$$



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



Special Right Triangles



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

5. A special lottery is to be held to select the student who will live in the only deluxe room in a dormitory. There are 100 seniors, 150 juniors, and 200 sophomores who applied. Each senior's name is placed in the lottery 3 times; each junior's name, 2 times; and each sophomore's name, 1 time. What is the probability that a senior's name will be chosen?
- (A) $\frac{1}{8}$
(B) $\frac{2}{9}$
(C) $\frac{2}{7}$
(D) $\frac{3}{8}$
(E) $\frac{1}{2}$

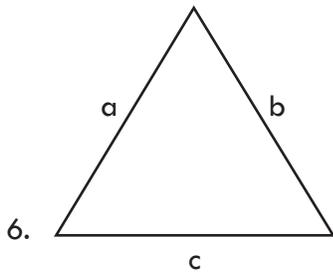
First of all, let's take a look at what's offered in the directions. Calculators are ok. (The SAT specifies what types may be used.) The numbers used in the problems will be real numbers, unless otherwise specified. Figures will be drawn to scale, unless otherwise specified. Formulas are provided for finding Area, Circumference, and Volume, and there are reminders about some of the properties of triangles.

This is a probability problem. You want to figure out the total number of names that could be drawn: 300 senior names (100 students x 3 chances for each student) + 300 junior names (150 students x 2 chances for each student) + 200 sophomore names (1 chance each). So there will be a total of 800 names to choose from. Of these, 300 will be senior names. The probability that a senior's name will be chosen is $\frac{300}{800}$, or $\frac{3}{8}$.

D is the correct answer.

Difficulty: MEDIUM

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Note: Figure not drawn to scale.

If two sides of the triangle above have lengths 5 and 6, the perimeter of the triangle would be which of the following?

- I. 15
- II. 20
- III. 22

- (A) I only
- (B) I and II only
- (C) I and III only
- (D) II and III only
- (E) I, II, and III

It's important to notice that the figure is not drawn to scale, so you can't base your answer on any measurements you observe. Perimeter means the sum of $a + b + c$. You have to consider each possible answer – 15, 20, and 22 – separately, and then figure out which combination of answers is correct.

The key to this problem is a rule of geometry: the triangle inequality. This rule says that the sum of the lengths of any two sides of a triangle must be greater than the length of the third side ($a + b > c$). (Don't be fooled, as our writer was, into using the formula for figuring out the sides of a right triangle: $c^2 = a^2 + b^2$. The problem doesn't specify a right triangle.)

We know that the sum of two of the sides is 11.

- In I, the third side would be 4 ($5 + 6 + 4 = 15$). Any two sides are greater than the third side, so a perimeter of 15 is possible.
- In II, the third side would be 9 ($5 + 6 + 9 = 20$). A perimeter of 20 is also possible.
- In III, the third side would be 11 ($5 + 6 + 11 = 22$). A perimeter of 22 is not possible, because the sum of two sides ($5 + 6$) is **equal to** (rather than greater than) the third (11).

B (I and II only) is the correct answer.

Difficulty: HARD

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STRATEGIES FOR THE MATHEMATICS SECTION:

- **Don't try to use a calculator on every question.** First, decide how you will solve the problem. Then decide whether you will use a calculator. Taking a practice test with a calculator on hand will help you determine how often you'll need to use it on test day.
- **The test does not require you to memorize formulas.** Commonly used formulas are provided in the test booklet at the beginning of the mathematics section. It's up to you to decide which formula is appropriate.
- **Read the problem carefully.** Note key words that tell you what the problem is asking. Ask yourself: What is the question asking? What do I know?
- **For some problems, it may be helpful to draw a sketch or diagram of the given information.**
- **Use the test booklet for scratch work.** You are not expected to do all the reasoning and figuring in your head.
- **For multiple-choice questions, you may want to refer to the answer choices before you determine your answer.**
- **Eliminate choices.** If you don't know the correct answer to a question, try some of the choices. It's sometimes easier to find the wrong answers than the correct one.
- **Make sure your answer is reasonable to the question asked.** This is especially true for the Student-Produced Response questions, where no answer choices are given.
- **All figures are drawn to scale EXCEPT when it is stated in a specific problem that the figure is not drawn to scale.**

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ANSWER KEY: SAT MATHEMATICS STUDENT-PRODUCED RESPONSES

Directions

Each of the questions in this section requires you to solve the problem and enter your answer by marking the circles in the special grid at the bottom of the answer sheet page. You may use any available space for scratchwork.

7. Of the 6 courses offered by the music department at her college, Kay must choose exactly 2 of them. How many different combinations of 2 courses are possible for Kay if there are no restrictions on which 2 courses she can choose?

ANSWER: 15

One way to solve this problem is to list the possible pairs and add them up. If you name the courses A, B, C, D, E, and F, these are the possible combinations:

AB	BC	CD	DE	EF
AC	BD	CE	DF	
AD	BE	CF		
AE	BF			
AF				

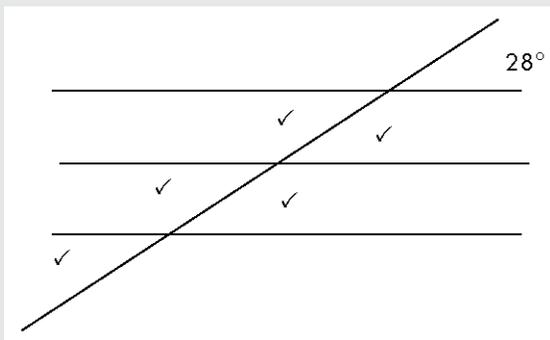
15 is the correct answer.

Difficulty: MEDIUM

8. Three parallel lines in a plane are intersected by a fourth line, forming twelve angles. If one of the angles has measure 28° , how many of the other eleven angles have measure 28° ?

ANSWER: 5

Drawing a picture helps here.



Vertical angles and alternate interior angles are equal. They are marked with check marks.

5 is the correct answer.

Difficulty: EASY

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7.

		1	5
.	/	/	.
	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

8.

			5
.	/	/	.
	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

STUDENT PRODUCED RESPONSES PRACTICE GRIDS ANSWER KEY

1. \$1.75

1	.	7	5
.	/	/	.
	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Write your answers in the top boxes to help you record answers accurately.

Use these lines for fractions.
Use these points for decimals.

Mark no more than one circle in any column.

You may start your answers in any column, space permitting. Columns not needed should be left blank.

No question has a negative answer.

Mixed numbers such as $3\frac{1}{2}$ must be gridded as $7/2$ or 3.5.

2. $3\frac{1}{2}$

	7	/	2
.	/	.	.
	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. .6666...

.	6	6	6
.	/	/	.
	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Some problems may have more than one correct answer. In such cases grid only one answer.

If you obtain a decimal answer with more digits than the grid can accommodate, it may be rounded or truncated. For example, 0.6666... should be recorded as .666 or .667. ($2/3$ would also be correct.) **A less accurate value such as .66 or .67 will be scored as incorrect.**

4. 20%

	.	2	0
.	/	/	.
	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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The College Board's SAT Preparation Center includes a Mathematics Review, by subject. You can figure out if you need more help with exponents, factoring, or properties of a triangle, as well as review definitions (like the difference between mean, mode, and median). It's a great study guide. Use it! (www.collegeboard.com/student/testing/sat/prep_one/prep_one.html)

ANSWER KEY: SAT IMPROVING SENTENCES

Directions

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

9. Laura Ingalls Wilder published her first book and she was sixty-five years old then.
- (A) and she was sixty-five years old then
 - (B) when she was sixty-five
 - (C) at age sixty-five years old
 - (D) upon the reaching of sixty-five years
 - (E) at the time when she was sixty-five

B is the correct answer. It sounds good. A is not correct because joining the two sentences with “and” gives them equal importance. (The first part, Wilder wrote a book, is more important than the second, how old she was when she wrote it.) C and D are not idiomatic. (That is, this isn’t the way English is usually phrased.) E is awkward and wordy.

Difficulty: EASY

10. Scenes from the everyday lives of African-Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
- (A) Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
 - (B) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
 - (C) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
 - (D) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
 - (E) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.

C is the correct answer. It's the only complete sentence. All of the other choices are fragments; none contain verbs.

Difficulty: MEDIUM

STRATEGIES FOR THE IMPROVING SENTENCES SECTION:

- Read the entire sentence carefully but quickly and ask yourself whether the underlined portion is correct or needs to be revised.
- Remember that choice (A) is the same as the underlined portion. Even if you think the sentence has no errors, it's a good idea to reach each choice quickly to make sure.
- While reading choices (A) through (E), replace the underlined part of the sentence with each answer choice to determine which answer creates a sentence that is clear, precise, and meets the requirements of written standard English.
- Look for common problem areas in sentences, for example, subject-verb agreement.
- Remember that the right answer will be the one correct version among the five choices.
- Keep in mind that while the answer choices change, the rest of the sentence stays the same.

Note: the Writing Section also includes six Improving Paragraphs questions. For more info, see The SAT Preparation Booklet or visit www.collegeboard.com/satprep.

Excerpted and adapted from The SAT Preparation Booklet, © 2009, The College Board, and online materials available at www.collegeboard.com/satprep.

ANSWER KEY: SAT IDENTIFYING SENTENCE ERRORS

Directions

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

11. The students have discovered that they can address issues more effectively through letter-writing campaigns and not through public demonstrations. No error

- A B C
D E
- A
 - B
 - C
 - D
 - E

12. After hours of futile debate, the committee has decided to postpone further discussion of the resolution until their next meeting. No error

- A B C
D E
- A
 - B
 - C
 - D
 - E

D is the correct answer. “Has” (a singular verb) shows that “committee” is a singular noun – one group. “Their” should be replaced by “its” to make the sentence correct.

Difficulty: HARD

STRATEGIES FOR THE IDENTIFYING SENTENCE ERRORS SECTION:

- Read the entire sentence carefully but quickly. Pay attention to the underlined choices (A) through (D). Ask yourself whether any of the underlined words or phrases in the sentence contain a grammar or usage error. Keep in mind that some sentences do not contain an error.
- Select the underlined word or phrase that must be changed to make the sentence correct. Mark (E) No error if you believe the sentence is correct as written.
- Look for the most common mistakes that people make in grammar: subject-verb agreement, pronoun reference and agreement, and adjective/adverb confusion.

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ANSWER KEY: SAT ESSAY

Directions

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet—you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

Important Reminders:

- A pencil is required for the essay. An essay written in ink will receive a score of zero.
- Do not write your essay in your test book. You will receive credit only for what you write on your answer sheet.
- An off-topic essay will receive a score of zero.
- If your essay does not reflect your original and individual work, your test scores may be canceled.

You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.

—Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*

Assignment: Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observation.

What is your point of view on this issue? _____ **You may choose either point of view (“memories help people learn and succeed” or “memories hinder people in their efforts to learn and succeed”)** as long as your writing supports it.

Give examples you could use to make your case:

3 sample essays provided by the College Board include these 3 examples:

- **Learning from a personal mistake**
 - **Writer Elie Wiesel’s experiences in writing his memoir of the Holocaust**
 - **Problems created by the Sedition Acts of WWI and how the lessons learned can be applied to present-day situations**
-

STRATEGIES FOR THE SAT ESSAY SECTION:

- **Read the entire assignment. It’s all there to help you.**
- Every essay assignment contains a short paragraph about the issue. **Imagine that you are talking to the author of the paragraph.** Would you argue with him or her, or agree? What other ideas or examples would you bring up?
- **Don’t oversimplify.** An essay with one or two thoughtful, well-developed reasons or examples is more likely to get a high score than an essay with three short, simplistic examples.
- **There’s nothing wrong with using “I.”** You are asked to develop your point of view on the issue, not give a straight report of the facts. This is your opinion, so feel free to use “I,” and give examples that are meaningful to you, even ones from your personal life or experiences.

The SAT Preparation Booklet and website contain sample essay answers and explain how they’re scored. Try the sample essay question yourself, then compare your answers with those in the booklet.

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SAT Strategies

Parts of the Test

CRITICAL READING:

This is your chance to show how well you understand what you read.

Total time: 70 min.

(Two 25-min. sections and one 20-min. section)

- **Sentence Completion** (19 questions)
Each sentence has one or two blanks. You choose 1 of 5 answers to fill them in.
- **Passage-Based Reading** (48 questions)
You are given a passage to read, and answer questions based on the passage. Questions may be about the meaning of a word, information that's directly stated, or reasoning (examples: analyzing, synthesizing, or evaluating the writer's message).

MATHEMATICS:

This section covers math taught in the first three years of high school.

Total time: 70 min.

(Two 25-min. sections and one 20-min. section)

- **Multiple Choice** (44 questions)
Each problem has five answer choices.
- **Student-Produced Responses** (10 questions)
You come up with your own answers in this section. There's no penalty for guessing.

WRITING:

Total time: 60 min.

(One 35-min. multiple choice section and one 25-min. essay section)

- **Student-Written Essay** (25 minutes)
You develop a first-draft essay in response to an excerpt. This section is scored by two readers, who assign a grade from 1 to 6 based on organization, use of language, and development of ideas.

Multiple Choice Questions

- **Improving sentences (25 questions)**
You are given a sentence, part of which is underlined. You choose from among five ways of expressing the underlined material. (The first choice is the same as the original.)
- **Identifying sentence errors (18 questions)**
You are given a sentence with one or no errors. You identify the part, if any, where the error occurs.
- **Improving paragraphs (6 questions)**
You are asked to read a short passage. Questions ask you to select improvements to the passage.

Approaches to Taking the SAT

- **All questions count the same, so answer the easy questions first.** The easier questions are usually at the beginning of the section, and the harder ones are at the end. The exception is the critical reading section, where questions are ordered according to the logic and organization of each passage.
- **Make educated guesses.** You have a better chance of guessing the right answer if you can rule out one or more answers for multiple-choice questions.
- **Skip questions that you really can't answer.** No points are subtracted if an answer is left blank. $\frac{1}{4}$ point is subtracted for each wrong answer.
- **Limit your time on any one question.** All questions are worth the same number of points. If you need a lot of time to answer a question, go on to the next one. Later, you may have time to return to the question you skipped.
- **Keep track of time.** You can pace yourself by figuring out approximately how much time you have for each question. For example, if you have 25 minutes to answer 20 questions, you know you can only spend about a minute on each.
- **Use your test booklet as scratch paper.**
- **In your test booklet, mark the questions that you skipped and to which you want to return.**
- **Check your answer sheet to make sure you are placing your answers correctly.**
- **Review your work.** If you finish a section before time is called, go back and check to make sure that you've only marked one answer per question. Do not go back to any other section of the test!

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SAT SENTENCE COMPLETION PRACTICE QUESTIONS

Directions

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

1. Hoping to _____ the dispute, negotiators proposed a compromise that they felt would be _____ to both labor and management.
(A) enforce . . . useful
(B) end . . . divisive
(C) overcome . . . unattractive
(D) extend . . . satisfactory
(E) resolve . . . acceptable
2. There is no doubt that Larry is a genuine _____ : he excels at telling stories that fascinate his listeners.
(A) braggart
(B) dilettante
(C) pilferer
(D) prevaricator
(E) raconteur

STOP

STRATEGIES FOR SENTENCE COMPLETION QUESTIONS:

- _____
- _____

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SAT PASSAGE-BASED READING PRACTICE QUESTIONS

Directions

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

The questions below are based on the following passage.

"The rock was still wet. The animal was glistening, like it was still swimming," recalls Hou Xianguang. Hou discovered the
Line 5 unusual fossil while surveying rocks as a paleontology graduate student in 1984, near the Chinese town of Chengjiang. "My teachers always talked about the Burgess Shale
Line 10 animals. It looked like one of them. My hands began to shake."
Hou had indeed found a Naraoia like those from Canada. However, Hou's animal was 15 million years
Line 15 older than its Canadian relatives.

3. In line 5, "surveying" most nearly means
 - (A) calculating the value of
 - (B) examining comprehensively
 - (C) determining the boundaries of
 - (D) polling randomly
 - (E) conducting a statistical study of

4. It can be inferred that Hou Xianguang's "hands began to shake" (line 11) because he was
 - (A) afraid that he might lose the fossil
 - (B) worried about the implications of his finding
 - (C) concerned that he might not get credit for his work
 - (D) uncertain about the authenticity of the fossil
 - (E) excited about the magnitude of his discovery

STOP

STRATEGIES FOR PASSAGE-BASED READING QUESTIONS:

- _____
- _____

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SAT MATHEMATICS MULTIPLE-CHOICE PRACTICE QUESTIONS

Directions

For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

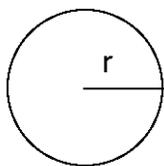
Notes

- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving problems.

They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

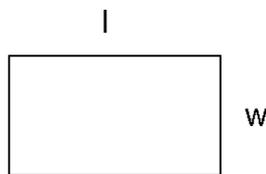
- Unless otherwise specified, the domain of any function is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information

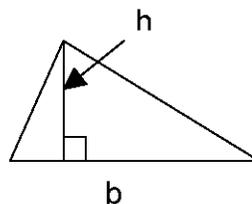


$$A = \pi r^2$$

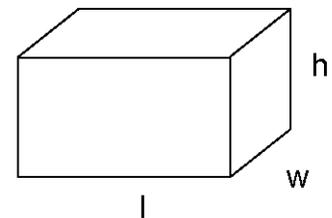
$$C = 2\pi r$$



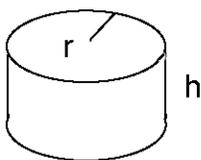
$$A = l w$$



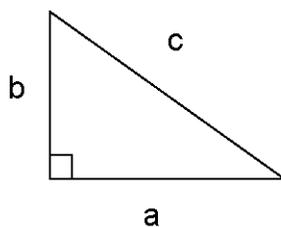
$$A = \frac{1}{2}bh$$



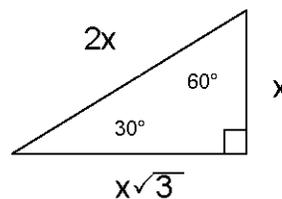
$$V = l w h$$



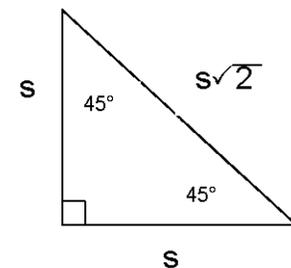
$$V = \pi r^2 h$$



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



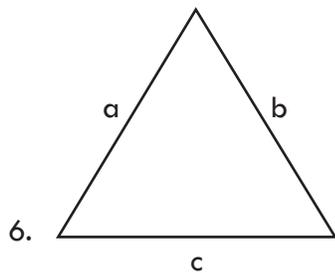
Special Right Triangles



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

5. A special lottery is to be held to select the student who will live in the only deluxe room in a dormitory. There are 100 seniors, 150 juniors, and 200 sophomores who applied. Each senior's name is placed in the lottery 3 times; each junior's name, 2 times; and each sophomore's name, 1 time. What is the probability that a senior's name will be chosen?

- (A) $\frac{1}{8}$
(B) $\frac{2}{9}$
(C) $\frac{2}{7}$
(D) $\frac{3}{8}$
(E) $\frac{1}{2}$



Note: Figure not drawn to scale.

If two sides of the triangle above have lengths 5 and 6, the perimeter of the triangle would be which of the following?

- I. 15
II. 20
III. 22
- (A) I only
(B) I and II only
(C) I and III only
(D) II and III only
(E) I, II, and III

STOP

STRATEGIES FOR THE MATHEMATICS MULTIPLE-CHOICE SECTION:

- _____
- _____

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SAT MATHEMATICS STUDENT-PRODUCED RESPONSES PRACTICE QUESTIONS

Directions

Each of the questions in this section requires you to solve the problem and enter your answer by marking the circles in the special grid at the bottom of the answer sheet page. You may use any available space for scratchwork.

7. Of the 6 courses offered by the music department at her college, Kay must choose exactly 2 of them. How many different combinations of 2 courses are possible for Kay if there are no restrictions on which 2 courses she can choose?

8. Three parallel lines in a plane are intersected by a fourth line, forming twelve angles. If one of the angles has measure 28° , how many of the other eleven angles have measure 28° ?

7.

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

8.

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

STOP

STRATEGIES FOR THE MATHEMATICS STUDENT-PRODUCED RESPONSES SECTION:

- _____
- _____

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SAT IMPROVING SENTENCES PRACTICE QUESTIONS

Directions

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

9. Laura Ingalls Wilder published her first book and she was sixty-five years old then.
- (A) and she was sixty-five years old then
 - (B) when she was sixty-five
 - (C) at age sixty-five years old
 - (D) upon the reaching of sixty-five years
 - (E) at the time when she was sixty-five
10. Scenes from the everyday lives of African-Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
- (A) Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
 - (B) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
 - (C) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
 - (D) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
 - (E) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.

STOP

STRATEGIES FOR THE IMPROVING SENTENCES SECTION:

- _____
- _____

Note: the Writing Section also includes 6 Improving Paragraphs questions. For more info, see The SAT Preparation Booklet or visit www.collegeboard.com/satprep.

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SAT ESSAY PRACTICE QUESTION

Directions

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet — you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

Important Reminders:

- A pencil is required for the essay. An essay written in ink will receive a score of zero.
- Do not write your essay in your test book. You will receive credit only for what you write on your answer sheet.
- An off-topic essay will receive a score of zero.
- If your essay does not reflect your original and individual work, your test scores may be canceled.

You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.

—Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*

Assignment: Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observation.

What is your point of view on this issue? _____

Give examples you could use to make your case: _____

STRATEGIES FOR THE SAT ESSAY SECTION:

- _____
- _____

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