



TEST PREP AND
ADMISSIONS

SAT^{®*}

10 Question Challenge

Copyright ©2006 Kaplan, Inc.

All rights reserved. No part of this book may be reproduced in any form, by photostat, microfilm, xerography, or any other means, or incorporated into any information retrieval system, electronic or mechanical, without the written permission of Kaplan, Inc.

CONTENTS

About The SAT	ii
10 SAT Questions	1
10 SAT Explanations	8

The SAT is a standardized paper and pencil test that measures your critical thinking skills and tests your ability to analyze and solve problems in math, reading, and writing. This test is administered seven times each year by The College Board. The 3 hour and 45 minute test features three scored Critical Reading sections, three scored Math sections, three scored Writing sections, and an unscored Experimental Section that can cover any one of the three subjects.

Scoring

Each question you answer correctly on the SAT will earn you one point. For each question you answer incorrectly, $\frac{1}{4}$ point is deducted from your score. A blank answer is worth 0 points. The only exception to these rules is Math Grid-in questions—a wrong Grid-in answer does not deduct any points from your score.

You can earn a total of 200–800 points for each of the three sections for a total score range of 600–2400. Your final score corresponds to a percentile ranking, which allows colleges/universities to compare your score to the scores of all the other test takers.

SAT at a Glance

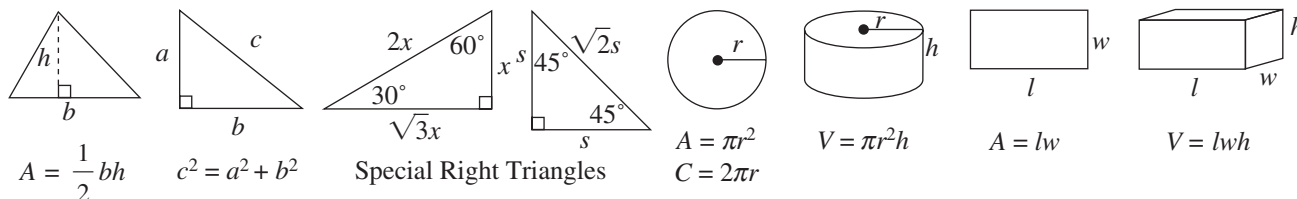
Section	Number of Sections/Time	Type/Number of Questions
Critical Reading	3 Sections 2 sections: 25 minutes each 1 section: 20 minutes	67 Questions Sentence Completion: 19 Reading Comprehension: 48
Math	3 Sections 2 sections: 25 minutes each 1 section: 20 minutes	54 Questions Multiple Choice: 44 Grid-Ins: 10
Writing	3 Sections 1 section: 25 minutes 1 section: 10 minutes Essay: 25 minutes	49 Questions + Essay Identifying Sentence Errors: 18 Improving Sentences: 25 Improving Paragraphs: 6
Experimental	1 Section 1 section: 25 minutes	Varies Can be Critical Reading, Math, or Writing Multiple Choice Does not count toward score
Total	10 Sections 3 hours, 45 minutes	Score Each section is on a 200–800 scale Total test worth 600–2400

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

Notes

1. Calculator use is permitted.
2. All numbers used are real numbers.
3. Figures are provided for some problems. All figures are drawn to scale and lie in a plane UNLESS otherwise indicated.
4. Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information



The sum of the measures in degrees of the angles of a triangle is 180.
 The number of degrees of arc in a circle is 360.
 A straight angle has a degree measure of 180.

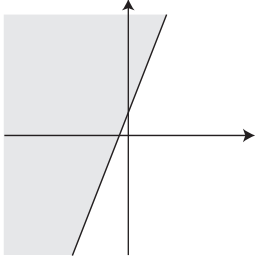
- 1** If r is an even integer and s is an odd integer, which of the following must be true?
- I. $r(r + s)$ is even.
 - II. $s^2 - r$ is odd.
 - III. $3r + 2s$ is odd.
- (A) None
 (B) I and II only
 (C) I and III only
 (D) II and III only
 (E) I, II, and III

- 2** A debate draws 27 juniors and seniors. If there are 7 more juniors than seniors, how many of the students are juniors?
- (A) 8
 (B) 10
 (C) 14
 (D) 17
 (E) 20

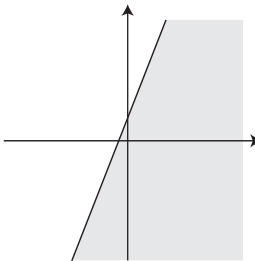


3 The function $f(x) \geq 3x + 1$ is represented by which of the following graphs?

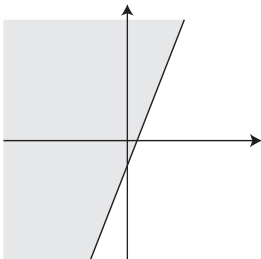
(A)



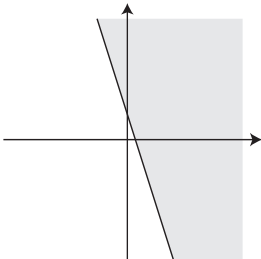
(B)



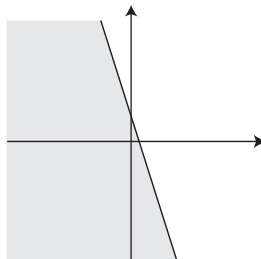
(C)



(D)



(E)



Critical Reading 10 Question Challenge

The sentence below has one 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.

EXAMPLE:

Today's small, portable computers contrast markedly with the earliest electronic computers, which were -----.

- (A) effective (B) invented
(C) useful (D) destructive
(E) enormous

ANSWER:

A B C D E

4 With its many twists and turns, the ----- trail would be too difficult for an amateur bicycle race.

- (A) picturesque (B) precipitous
(C) meandering (D) neglected
(E) retrograde

Critical Reading 10 Question Challenge

The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in each passage.

A common “hazard” in legal practice is the formation of class action suits. In a situation where several clients lodge similar complaints against a single defendant, a lawyer may represent all of the plaintiffs in a single suit. In a class action suit, any reparations awarded to the plaintiffs are divided (usually in equal amounts) among the individual clients. The “hazard,” though, lies in the attention that each client receives. By combining the cases into a single class action suit, the individual complaints receive only brief attention before they are filed among the others. Clients thus sacrifice individual attention for the sake of a group settlement.

- 5** Which analogy shows a “hazard” most similar to the “hazard” described in the passage?
- (A) A scientist applies the same theory to too many unrelated phenomena.
 - (B) A teacher focuses so much attention on algebra that he cannot pay sufficient attention to geometry.
 - (C) A researcher studies large areas of land to identify topographical patterns.
 - (D) A scholar focuses on analyzing the poetry of Dickinson but fails to analyze the works of other poets.
 - (E) An ecologist examines a forest of trees but pays insufficient attention to the unique species within.
- 6** The author of the passage implies which of the following about class action suit settlements?
- (A) They are generally larger than in individual lawsuits.
 - (B) The lawyer receives a large percentage of the reparations.
 - (C) One client often receives a larger portion of the settlement than another.
 - (D) Individuals receive reparations in proportion to the severity of their claims.
 - (E) Individuals may receive an unfair portion of the reparations.

GO ON TO THE NEXT PAGE 

The following sentence tests your ability to recognize grammar and usage errors. The sentence contains either a single error or no error at all. 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 an answer, follow the requirements of standard written English.

EXAMPLE:

ANSWER:

Whenever one is driving late at night, you must take extra precautions against
A B C
falling asleep at the wheel. No error
D E

A B C D E

- 7** Due to overwhelming demand, her latest novel, which
A B
was scheduled to be published next spring, would be
C D
available this coming December instead. No error
E

Directions: For each question in this section, select the best answer from among the choices given.

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.

EXAMPLE:

ANSWER:

A B C D E

Every apple in the baskets are ripe and labeled according to the date it was picked.

- (A) are ripe and labeled according to the date it was picked
- (B) is ripe and labeled according to the date it was picked
- (C) are ripe and labeled according to the date they were picked
- (D) is ripe and labeled according to the date they were picked
- (E) are ripe and labeled as to the date it was picked

8 Although their rulings are consistently fair, the committee has been accused of bias on more than one occasion.

- (A) their rulings are consistently fair
- (B) its rulings are consistently fair
- (C) they make rulings that are consistently fair
- (D) their rulings are consistent fair
- (E) there are rulings that are consistently fair

9 Dr. Witter's calculus class is extremely difficult, but Katie plans to take it anyway, Van, however, does not.

- (A) Dr. Witter's calculus class is extremely difficult, but Katie plans to take it anyway, Van, however, does not.
- (B) Katie plans to take Dr. Witter's extremely difficult calculus class, but Van, he does not.
- (C) Dr. Witter's calculus class is extremely difficult, but Katie plans to take it anyway; not Van, though.
- (D) Van not planning to take, with Katie, Dr. Witter's extremely difficult calculus class.
- (E) Dr. Witter's calculus class is extremely difficult, but Katie plans to take it anyway; Van, however, does not.

10 Here are the typical directions you would see on the Essay portion of the SAT:

ESSAY

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 in your Answer Grid Booklet—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.

You have twenty-five minutes to write an essay on the topic assigned below. **DO NOT WRITE ON ANOTHER TOPIC. AN OFF-TOPIC ESSAY WILL RECEIVE A SCORE OF ZERO.**

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

I have never in my life learned anything from any man who agreed with me.

Dudley Field Malone, lawyer and Women's Suffrage advocate

Assignment: Can we learn more from people with whom we disagree than from those who share our views?

Normally you would plan and write an essay in which you develop your point of view on these issues. Today, just plan the essay you would write. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

STOP

Explanations

Math

1. B

Kaplan Score-Raising Strategy: Picking Numbers

Strategic Advice: Picking Numbers is an ideal way to solve questions that test your knowledge about Number Properties. If you're unsure of your answer, you can always pick more values to check your work.

Getting to the Answer: Always choose numbers that are easy to work with. Say $r = 2$ and $s = 3$.

I. $(2)((2) + 3) = (2)(5) = 10$, which is even. But *must* I always be true? Yes, because the product of an even number (r) and anything must always be even. Choosing more values for r and s would validate this answer. Eliminate (A) and (D).

II. $(3)^2 - (2) = 9 - 2 = 7$, which is odd. *Must* II always be true? Yes, because an odd times an odd is odd, so s^2 is odd, and an odd (s) minus an even (r) is always odd. Again, choosing more values for r and s would validate this answer. Eliminate (C).

III. $3(2) + 2(3) = 6 + 6 = 12$, which is not odd. So III must not always be true. Eliminate (E). (B) is correct.

2. D

Kaplan Score-Raising Strategy: Backsolving

Strategic Advice: If you're not sure how to set up equations for a word problem, Backsolving is a great alternative. The correct answer is right on the page in front of you—use the given choices to your advantage.

Getting to the Answer:

When Backsolving, always start in the middle with choice (C):

(C) If there are 14 juniors, then there are $14 - 7 = 7$ seniors, according to the information given in the question stem. $14 + 7 = 21$. This is too low; you're looking for 27 total students. Try the next highest value.

(D) If there are 17 juniors, then there are $17 - 7 = 10$ seniors. $17 + 10 = 27$.

Since there can only be one correct answer, you don't have to try any of the other answer choices. (D) is correct.

3. A

Kaplan Score-Raising Strategy: Eyeballing the Figure

Strategic Advice: Quickly eyeballing graphs to find their y -intercept and slope will let you eliminate obvious wrong answer choices before you even begin to tackle the problem. Most coordinate geometry questions will involve the equation of a line, $y = mx + b$, where m is the slope and b is the y -intercept.

Getting to the Answer: The y -intercept is 1, so you can eliminate (C), which has a negative y -intercept. The slope is 3 (meaning for every 3 units the line rises, it runs only 1), so the line rises steeply as it moves to the right. Eliminate (D) and (E). Of the remaining two choices (A) and (B), only (A) is the area greater than or equal to (on and above) the graph of the inequality.

Critical Reading

4. C

Kaplan Score-Raising Strategy: Read the sentence, look for clues, predict an answer, and then select the choice that best matches the prediction.

Strategic Advice: Sometimes a sentence will provide an outright definition for the blank.

Getting to the Answer: Focus on the clues: "twists and turns" tells you what sort of road you're looking for. Predict *winding*, which matches (C).

(A) You're looking for a word that relates to twists and turns, not to the trail's beauty.

- (B) A “precipitous” path would be difficult for the race, but this doesn’t relate to the twists and turns.
 (D) “Neglected” has no relationship to twisting and turning.
 (E) A “retrograde” path would reverse, not twist.

5. E

Kaplan Score-Raising Strategy: The answer is in the passage.

Strategic Advice: Don’t answer Reading Comprehension questions from memory—the passage is right there for you to use. Paraphrase the referenced situation in your own words, then look among the choices for one that employs the same underlying logic.

Getting to the Answer: The passage sets up a contrast between the group and the individual, whereby attention to the group robs the clients of individual attention. Look for the answer choice that demonstrates this relationship, (E).

(A) Distortion; the passage discusses clients that have related complaints. This answer shows unrelated phenomena.

(B) Distortion; you may be tempted, since the teacher neglects one area of study for the sake of another area. However, this situation does not set up a contrast between group and individual.

(C) Opposite; the researcher does pay attention to the details within the whole. The correct answer will show neglect for the parts of the whole.

(D) Opposite; this analogy neglects the group for the sake of the individual. The correct answer will neglect the individual for the sake of the group.

6. E

Kaplan Score-Raising Strategy: Predict before you peek.

Strategic Advice: You will often have to combine two or more details from the passage to correctly answer Inference questions. Make sure that your prediction doesn’t stray too far from the text.

Getting to the Answer: First of all, consider the equal distribution of the settlements. Next, consider the author’s claim that individuals are neglected. Combining these details, you can infer that the reparations are divided into equal amounts with no regard to differences between individual cases, as in (E).

(A) Out of Scope; the passage does not mention the size of the settlements.

(B) Out of Scope; the author does not mention the lawyer’s share of the settlement.

(C) Opposite; the author states that the settlements are most often divided equally among the individual clients.

(D) Opposite; the author states that the settlements are usually divided equally among the clients and implies that individual severity is *not* considered.

Writing Multiple Choice

7. D

Kaplan Score-Raising Strategy: Identify the issue, then check the underlined segments systematically.

Strategic Advice: Verb tenses must accurately reflect the sequence of events discussed in the sentence.

Getting to the Answer: Your context clue here is “this coming December.” Since this is an event that will happen in the future, (D) should read *will be*.

(A) properly uses an adjective (“overwhelming”) to modify a noun (“demand”).

(B) is the appropriate pronoun to refer to “novel.”

(C) is correct idiomatic usage in context.

8. B

Kaplan Score-Raising Strategy: Plug the answer choices into the sentence.

Strategic Advice: Even though they may represent more than one person, collective nouns are grammatically singular. Although this sentence might sound right to your ear, does one answer choice, when used instead of the underline portion, make a better grammatical fit?

Getting to the Answer: *Collective nouns* are nouns that refer to groups of people, such as *class*, *team*, and, as in this sentence, *committee*. These nouns, although they generally represent more than one person, require singular verb forms and pronouns. (B) corrects the error. (C) makes the sentence wordier without addressing the error.

(D) does not address the pronoun agreement error and introduces a new error as well: the adjective “consistent” is used to modify the adjective “fair.” (Adjectives can only modify nouns and pronouns; all other parts of speech are modified by adverbs.)

(E) changes the meaning of the original sentence since it eliminates the information that the “rulings” in question were made by the committee.

9. E

Kaplan Score-Raising Strategy: Choose the most correct, concise, and relevant answer choice.

Strategic Advice: There are a number of ways to correct a run-on sentence, but only one answer choice will do so without introducing new errors.

Getting to the Answer: As written, this sentence is a run-on: the second independent clause is properly joined to the first with a coordinating conjunction, but the third is not. (E) replaces the second comma with a semicolon, correcting the error.

(B) uses incorrect grammatical structure; the additional subject pronoun in the clause “but, Van, he does not” is unnecessary.

(C) misuses the semicolon splice, which is only correct when used to combine independent clauses.

(D) creates a sentence fragment, since the *-ing* verb form, by itself, cannot be the main verb in an independent clause.

Essay

10. **Kaplan Score-Raising Strategy:** Prompt, Plan, Produce, Proofread

Writer 1:

People with beliefs that are different from our own have much more to teach us. After all, we already understand our own beliefs and why we hold them. What we frequently do not understand is why other people feel and believe the way they do. In fact, we're often frightened of differing views, and of those who hold them. This, in my opinion, is unfortunate and leads to many of the problems our culture faces today.

For example, it would be difficult to find anyone who does not decry the methods of the 9/11 hijackers and their current generation of followers. But, in many circles, it is considered wrong or even unpatriotic to even try to understand why these men felt compelled to act as they did. As if merely acknowledging the idea that they might have felt justified in what they did is, in some way, condoning their actions. Nothing could be further from the truth. Only by understanding what causes people to consider these actions justifiable can we hope to prevent them in the future.

Another example is the rash of school shootings that has gone on ever since I was in elementary school. Invariably, neighbors and family members will describe these shooters as “quiet” and “loners,” but many people are quiet and loners and don't resort to violence. Why is it that these people turn to these horrible actions? If we understood what they believe and why

they believe it, perhaps we could help them find other ways to deal with their problems.

It has been said that a person never does anything that they believe in their heart is morally wrong. This means that those who do things we cannot morally accept have a point of view that we don't understand. I don't believe that knowing why the 9/11 hijackers acted as they did, or why students like those at Columbine kill classmates and teachers, would lead to my believing they were right. What it might do, however, is provide me with information that could help me understand. In other words, I might just learn something.

Reader's Comments: This essay is a strong response to the prompt. The writer answers the assignment question in her first sentence, provides two examples to support her position, and closes with a strong conclusion.

Remember: You don't have to state your position in the first paragraph, but this is the most logical point at which to introduce your opinions. If your readers know your point of view from the very beginning, they can more easily see how your examples support that position.

Each body paragraph elaborates on a single example, which the writer successfully ties to the prompt and her position. She displays strong language skills, correctly using such words as “decry,” “compelled,” “condoning,” “justifiable,” and “invariably.” Her transitions are a little abrupt (“For example,” “Another example would be”), but they do serve to help the reader follow her argument.

Remember: Consider trying to boost your vocabulary before you take the SAT. Kaplan student kits contain a number of resources, including the RYSEM (Raise Your Score Even More) Handbook and flashcards, that can help.

Writer 1 does make a few minor errors. In paragraph 2, the sentence “As if merely acknowledging the idea that they might have felt justified in what they did is, in some way, condoning their actions” is actually a sentence fragment.

Remember: In order to be complete, a sentence must have a subject and predicate verb in an independent clause that expresses a complete thought. Here, *It's as if merely acknowledging the idea that they might have felt justified in what they did is, in some way, condoning their actions* is one way of correcting the fragment error.

Also, the first sentence of the final paragraph contains a pronoun agreement error. “A person never does anything that they believe in their heart is morally wrong” is incorrect, since the plural pronouns “they” and “their” do not agree with their singular antecedent “a person.” Either *people never do anything that they believe in their hearts is morally wrong* or *a person never does anything that he or she believes in his or her heart is morally wrong* would be correct, although the latter is a little wordy.

Remember: Use singular pronouns (*he, she, him, her, it*) to stand in for singular nouns and plural pronouns (*they, them*) to stand in for plural ones.

Overall, however, this is an excellent essay.

Score: 6

Writer 2:

We can learn more from people with whom we disagree than from those who share our views. This is because we already know why we believe what we believe, but understanding other people can be difficult. Some people even feel threatened by people who have

beliefs different from theirs, such as religious or political. This may be why our culture is no divided today.

After 9/11, many people thought trying to understand why it happened meant that you had sympathy for the hijackers. Some people thought it was unpatriotic to even think the hijackers might have had a point of view. But if we don't ask ourselves why it happened in the first place, what's to prevent it from happening again?

The same could be said of school shootings. Many kids have problems at school or home, but most of them don't resort to violence. What we could learn from the kids who do could help us to help at-risk students before they resort to this extreme of behavior. Trying to understand doesn't mean you approve. Trying to understand means you want to help make sure it never happens again.

People usually don't think the things that they do are wrong when they do them. If we knew the circumstances behind these beliefs, we might be able to help them understand why they are wrong, or at least find a more positive way of expressing them. I don't think I would "learn" to agree with the 9/11 hijackers or those who shoot up schools, but if I could learn why these people behaved as they did, I might be able to be part of the solution.

Reader's Comments: Writer 2's essay is adequate, but there's a lot of room for improvement. The essay is well organized, with an introductory paragraph, two body paragraphs, each dealing with a separate example, and a conclusion. The writer does answer the assignment question, but she does so simply by copying part of the prompt.

Remember: It's fine to use parts of the prompt quotation or assignment in your essay, but don't just copy them verbatim. The readers are interested in your thoughts and opinions, so make the first words they see your own. If you do reference part of the prompt, be sure to tie it in to your own point of view.

Writer 2's language is considerably less specific and interesting than Writer 1's. Where Writer 1 refers to "the methods of the 9/11 hijackers and their current generation of followers," Writer 2 simply talks about "why it happened." Writer 1 talks about "understanding what causes people to consider these actions justifiable." Writer 2 discusses "why...people behaved as they did." Writer 2's repeated use of the pronouns *it* (in paragraph 2) and *they* and *them* (in paragraph 4) make her argument difficult to follow at times.

Remember: Pronouns must refer back to clear, unambiguous antecedents. If a pronoun could logically refer to more than one noun, its use is *ambiguous*. When in doubt, err on the side of clarity and replace the pronoun with the appropriate noun.

Writer 2 also makes a few grammar and usage errors. In paragraph 1, "such as religious or political" is incorrect; prepositions (like "as" here) must have nouns as their objects. *Such as religion or politics* would be correct here.

Remember: Use standard, correct grammar on your SAT essay. The Kaplan SAT Raise Your Score (Even More) Handbook contains a Writing Reference section that can help you review basic usage rules.

In the last sentence of the first paragraph, "our culture is no divided today" should read *our culture is so divided today*.

Remember: When you're writing under timed conditions, it's easy to make careless mistakes. Save the last two minutes of your essay session to proofread your work. Make corrections neatly.

In paragraph 3, Writer 2 uses the word “kids” twice. This language is a little too informal for an assignment like this one; *people* or *students* would be better here.

Remember: Don’t use slang or text message abbreviations in your SAT essay.

Score: 4

Writer 3

Dudley Field Malone once wrote, “I have never in my life learned anything from any man who agreed with me.” I agree with this quotation.

Since 9/11, people seem to think if you want to understand why the hijackers committed these acts, it means your on their side. The same with school shootings. But wanting to understand why people commit horrible acts is not the same as saying it’s OK for them to do it. Trying to understand means you want to help make sure it never happens again. Just pretending that these people are just “crazy” and that “normal” people don’t act this way isn’t enough. So we need to know why these things happen. Otherwise, they will most surely happen again.

This is why I agree with Dudley Field Malone that “I have never in my life learned anything from any man who agreed with me.” We can learn much more from those we do not agree with. And the things we learn could be very important.

Reader’s Comments: This essay is very brief—readers will expect high school students to be able to write much more than this in 25 minutes—and Writer 3 copies the entire quotation into her essay, not just once, but twice.

Remember: You only have a limited amount of time to plan and write your SAT essay. Make every word count. It’s fine to use wording from the prompt in your essay, but make sure you do so in a way that relates the quotes you use to your own thoughts and opinions.

In her first paragraph, Writer 3 states that she agrees with the quotation, and, in her third, she says “This is why I agree.” Nowhere in the essay, however, is the reader actually told why the writer feels the way she does.

Remember: It’s not enough just to provide examples that relate to your position; you need to show the reader how each example supports the position you have taken. The examples here are good ones, but the writer needs to take them a step further.

Writer 3’s essay, while it shows some efforts at organization, places both of her examples in a single paragraph.

Remember: A strong essay starts with a strong plan. During the plan step, decide what information you are going to put in each paragraph, and stick to your plan as you write. Each new topic or idea should begin a new paragraph.

Writer 3 also makes a few grammar and usage errors. In paragraph 2, “your on their side” should read *you’re on their side*.

Remember: *Your* is a possessive adjective; *you’re* is a contraction of you are. If *you are* makes sense in a sentence, then *you’re* is correct; if not, *your* is correct.

The next sentence, “The same with school shootings,” is a fragment with no predicate verb. *It is the same with school shootings* is one way of correcting the fragment. Writer 3 also begins a number of sentences with coordinating conjunctions, such as “but,” “and,” and “so.” While this usage is acceptable under some style sheets, it should be avoided in formal writing whenever possible.

Score: 2



TEST PREP AND
ADMISSIONS

1-800-KAP-TEST | kaptest.com



XX4856A

Printed in USA ©2006 Kaplan, Inc.