

## Answer Key

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### Set 1

#### Improving Sentences

1. D
2. E
3. B
4. C
5. B
6. E
7. E
8. A
9. D
10. C
11. A

#### Identifying Sentence Errors

12. C
13. E
14. C
15. B
16. D
17. A
18. B
19. A
20. D
21. A
22. D
23. E
24. C
25. B
26. A
27. E
28. A
29. C

### Improving Paragraphs

30. C
31. E
32. B
33. E
34. D
35. C

### Set 2

#### Improving Sentences

1. D
2. B
3. D
4. A
5. E
6. B
7. E
8. C
9. D
10. A
11. E
12. D
13. C
14. D

## Answers and Explanations

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### The Essay

Your essays will be judged according to the scoring guide that is discussed in Chapter 1. Review it before looking at the sample student responses to the essay prompt.

#### Essay Scoring Guide

- 6** This score is reserved for *outstanding* essay responses. A student earning a 6 response has effectively and insightfully developed a point of view on the issue and demonstrates exceptional critical thinking, using appropriate examples and reasons within the response. These essays are well organized, clearly focused, and exceptionally coherent. This level of essay demonstrates skillful use of language, apt vocabulary, and a variety of sentence structure. Although not without flaws, a 6 response is relatively free of most errors of usage, mechanics, and grammar.
- 5** This score reflects an effective essay; it demonstrates *reasonable mastery* of composition skills. It may have occasional lapses in quality; overall it is a very successful response. A student earning a 5 response has effectively developed a point of view on the topic or issue, has demonstrated strong critical thinking skills, and generally has used appropriate examples to develop his or her point of view. The organization is focused, showing good coherence and progression of ideas. This essay will exhibit facility in the use of language and appropriate vocabulary for the task. A variety of sentence structure is present with a minimum of mechanical and grammatical errors.
- 4** This score reflects a *competent response*, which demonstrates adequate mastery, although it will have lapses, in contrast to the quality of the 5 and 6 responses. A student earning a 4 response has developed a point of view and demonstrates critical thinking on the issue. However, the examples and development of ideas are less strong or less consistent than 5 or 6 responses. General organization is evident, and progression and coherence is present, although not always consistent. Language and vocabulary skills may be more limited or less appropriate. Some sentence structure variety is used, although grammar, punctuation, and mechanical skills may be less evident.
- 3** This score reflects an *inadequate response* to the essay question. It does, however, demonstrate a developing mastery of composition skills. The point of view will be evident, along with critical thinking, but it may be inconsistent. Examples and support are often weak or inadequate to make the writer's point. Organization, coherence, and focus are less well developed, and lapses may be found in sentence structure and/or flow of ideas. Vocabulary may be limited. Grammar, usage, and mechanical errors are present.
- 2** This score reflects a *seriously limited* essay response, which demonstrates little mastery. The point of view is present but limited due to vagueness, weak critical thinking, or inappropriate or insufficient examples, reasons, or other evidence to support the writer's position. The essay is poorly organized; it has little coherence, and it displays little facility in the use of language. Sentence structure is not varied, and errors in grammar, usage, and mechanics are serious enough to obscure meaning.
- 1** This score reflects an essay that is *fundamentally lacking*. No mastery is evident as demonstrated by a lack of a viable point and/or little or no evidence to back a position. The essay is disorganized and/or unfocused, resulting in an incoherent response. Vocabulary is limited; sentence structure displays serious flaws; mechanical, grammatical, and usage errors are pervasive, seriously interfering with the meaning.

## Essay Prompt

Mohandas Gandhi labeled close friendships as dangerous because “friends react on one another and sometimes loyalty to a friend will lead us into wrongdoing.”

George Orwell stated that “sometimes one is willing to commit sins for the sake of loyalty to others.”

What do you think—are close friendships dangerous because they may lead us to wrongdoing, or is it okay that we sometimes commit “sins” for the sake of loyalty to others?

## Marco’s Response

*I think that if you have a close friendship with the wrong person(s), then yes, close friendships are dangerous and may lead to wrongdoing. For example, if I had a close friendship with a gang member and hung out with him and his fiends, then they might try to make me do something illegal or stupid, such as getting involved with drugs or breaking the law in other ways. If I had a close friendship with a straight-A student who helps out in the community then no, that friendship would not be dangerous, but it is possible for that person to pressure me into doing things against my nature as well.*

*It’s not that Gandhi is right or wrong in what he says. What he really should have said was to choose friends wisely or we might be coerced into doing something wrong or dangerous because of that friendship. Orwell has a different view on things. He feels that sometimes we might have to go out on a limb for a friend.*

*In most situations committing a sin or unlawful act for loyalty would be wrong, but in certain situations; for instance, if one were to rob a bank with a group of friends and one friend had second thoughts about robbing the bank and tried to persuade you to leave with him and another tried to persuade you to stay—then you would have to decide which friend you were more loyal to the one who wanted to leave or the one who wanted you to stay, and if you chose the one who wanted you to stay then you would be committing a crime just to prove you were loyal to that friend.*

*Of course, that is a rather extreme example, but like Gandhi’s ideas, much of this depends on how well we choose our friends. We have to be selective and maybe sometimes wary when it comes to those really good friends who might come to have that much influence over us. Sometimes it is wise not to listen to their influence, and other times it might be OK to “sin a little” because they are our friend.*

## Commentary

Marco makes a good effort here to respond to two very challenging quotations. In some ways these two quotes seem to be in direct conflict with each other. Marco seems to be a diplomat, however; he takes a very middle-of-the-road approach.

At first he seems to agree with Gandhi, but then he back pedals a bit. Then he seems to agree with Orwell, but goes on to qualify. This might be construed as a weakness in his response, but Marco saves himself by drawing his own very valid conclusion—wisdom in choosing friends is what is most important.

Based on the Scoring Guide, Marco's response is a solid four. He responds adequately and has mastery in his writing. Some might even argue for a five for Marco. It is true that he demonstrates reasonable mastery. His writing is good. His waffling on the issue, usually a weakness in a response, can be construed as his strong point in this case.

This "waffling" about his score is important for you to understand as well. There is no one perfect four response, nor is there a perfect six response. Within each number, falls a great range of responses. Likewise, what one reader sees as a four, another might see as a five. That is okay. In a holistic scoring evaluation, such how the SAT essays are scored, readers can be one point different from each other, and it happens. If they are two points apart, however, a third reader is brought in to evaluate the situation. Just remember that your score is the total of both scores. Marco's paper, therefore, would very probably earn him a 9 (4 plus 5) for that part of the exam.

## Shannon's Response

*Whichever way you decide to think about closeness and giving another being all your trust is a big part of your personality. Whether you decide to give someone all your trust and hope they don't turn their back on you and betray you. Or maybe you feel that if they know nothing, they say nothing.*

*As Mohandas Gandhi says, maybe giving loyalty to a friend will lead us to bad things. The more a person knows you, the easier it is to deceive you. First of all, you already trust them and your heart will think of any excuse to prove to yourself your friend is not an enemy.*

*Your friend may have an alternative side that you have no idea about. He/she could be feeding your secrets to the "enemy." Anybody can become your friend, but maybe they became your friend to tell someone else what happened to you to your "old" best friend—all those things you never wanted that person to know. Be careful of handing out your trust as if it were mere rocks; make the recipient earn it as if it were gold.*

*As for George Orwell's opinion that it is good to have loyalty, maybe this person will help you when you are having a hard time. Everyone loves to have a good friend—someone you can count on to laugh with, tell stories to, crack some jokes with. Not only is it nice to have such a person, but it is healthy. When you have a bad day and need to let off a little steam, it is great to do that with this person. If you allow too many things to build up inside and you are dying to tell someone it is not at all healthy. Maybe that includes being a bit of a "sin committer" as Orwell mentions, but these are friends that are invaluable. They can listen to you and give support when you need it. Through their help, you can decide just how you will face the world. You just have to be smart enough to know not to be pressured into doing things you should not do.*

## Commentary

Shannon seems to have fallen into the trap that many writers do who respond to such prompts. She seems to be seeing this through very narrow eyes. She has personalized the quotations and her response. Although she attempts to separate the two quotations, her response is actually rather generalized. For her, friends are one's lifeblood. Without them, one has no emotional outlet. That is not really what the quotations are talking about.

However, she does attempt to separate the two points of view. Gandhi she interprets more as friends ending up not trustworthy, so perhaps you should not have them in the first place. Orwell, she agrees with more, since she feels that having reliable friends are worth maybe sinning a bit.

Looking at the scoring guide, this is a three response. It demonstrates inadequate mastery, but developing skills. With some more time and work, Shannon probably could turn this paper around. In the time she had, however, she kept her viewpoint narrow. She took the concept of friends and friendship very literally and personally. Although Marco's response is not exactly global, it is more hypothetical. It does not sound as much like a personal response to the importance of friends and friendship in one's life. It is important for you to try to think outside the box, as they say. Try not to respond entirely from the gut; attempt to respond from your mind.

## Multiple-Choice Questions, Set 1

### Improving Sentences

- D.** What this sentence has is a series of verbs with their respective objects. When you have a series, all the parts of the series should be parallel. What you want is a balance. If you read the original aloud, and then read Choice **D** aloud, you should be able to hear how **D** just sounds better. That's because it is parallel and now has a rhythm to it.
- E.** This sentence has a double negative. Since this is not a math lesson, two negatives do not make a positive. Words such as *hardly*, *scarcely*, *barely* are negative already. Therefore, when you add the word *none*, the sentence suddenly has two negatives. Choice **E** gives us the best alternative.
- B.** Words such as either or neither are singular. Either Jason or Levan means just one of them. Therefore, *One(Jason or Levan) wants to be a baseball player when he grows up* is the correct singular construction.
- C.** As it stands, this is not a sentence. Instead it is one long fragment. It lacks a subject and verb and a complete thought. Choice **C** gives us the *subject*, *people*, and the *verb*, *believe*, and the thought is completed by the rest of the sentence that tells us what they believe.
- B.** If you missed this one because it sounded okay, you aren't entirely wrong. It does sound okay. The problem with it, however, is that it is in passive voice. That is, the program was cancelled. It was acted upon by somebody. Choice **B**, however, has the station manager actively canceling the show. Active voice is always preferred. Sometimes we talk and write (and read) so much passive voice that we forget that it is not the preferred construction for a sentence.
- E.** This is a tough sentence, isn't it? Perhaps it would be better to rework it altogether, but that is not an option. We have to find the best presentation of the information. The problem is that the first phrase, *Once a college attended primarily by privileged white males*, has nothing to modify. We know this refers to Notre Dame, but it is not stated, and you are not expected to assume. That's why **E** gives us our only reasonable response. The inclusion of the words, *A university*, now gives that phrase about early attendees something to modify.
- E.** Remember that 99 percent of the time the conjunction *which* requires a comma in front of it. If no comma is present, then you should use the conjunction *that*.
- A.** This is a parallel structure: *to be rewarded* and *to gain*. Since the structure is parallel, it is correct as it is.
- D.** It sounds like poor Georgio was not a happy camper. Although the original presentation is understandable, it is way too awkward. The verb to squelch is also tricky. It is possible to squelch something, like Tom squelched the nasty rumor. But Georgio's desire did not squelch, it was squelched. Therefore, Choice **D** gives us the best presentation.
- C.** Once again we have a series of verbs and their objects. Build coordination, strengthen bodies, learn how to play and practice sportsmanship is the best presentation of these verbs and their objects.
- A.** One problem with this question might be the word *besieged*. Meaning overwhelmed by, this word is one you need to add to your vocabulary if it isn't already there. Although several of the choices make sense, the sentence as it is gives us the best version.

### Identifying Sentence Errors

- C.** This is a sentence with a series of infinitives. *Thinking* does not fit the series. It should be *to think*.
- E.** Sometimes we get caught by sentences like this one because the subject follows the verb. The subject is singular, *barber shop*, so the singular verb *is*, is correct. It comes *between* two other businesses, and the other underlined words are also correct.
- C.** This sentence has a subject-verb agreement error. The pond is the subject; the verb should be *has*. Having all the prepositional phrases appear between the subject and verb sometimes causes us to lose sight of the actual subject. Always find the verb, ask who or what. The answer to who or what should give you the actual subject.

15. **B.** Here we have another series. This time it is a series of infinitives (verb plus the word *to* in front of it). *To illustrate, to give* and *to recruit* should be the series.
16. **D.** Either and neither are pronouns that indicate the singular. Neither this one or that *one* provides.
17. **A.** Who has the sprained ankle, Tomas or Jose? It's not clear, is it? That's why the word *he* has to be changed to the name of one of the boys—the one who is hobbling around.
18. **B.** Offered to my sister and offered to *me*, not *I*. When faced with a question like this, take each part and say the sentence. After you do that, you will immediately realize that something is offered to me not offered to I. This sentence calls for the objective pronoun, *me*.
19. **A.** As mentioned several other times in this book, American English has a lot of idioms that are certain ways of using verbs and prepositions together. In this case, Ernesto is worried about; not over. Actually, worried over is not correct usage in any instance.
20. **D.** Since Marti has two things to worry about, the pronoun both has to stay. Therefore, she needs to worry about concentration and attention. This is not an either/or situation. Unless she learns that, she may not ever pass her driver's test!
21. **A.** Who (or whoever) is the subject form of the pronoun. Whom (or whomever) is the object. In this sentence, we need the subject responsible for the accident, so Choice **A** has to be changed and is consequently the answer to this question.
22. **D.** Another series question—this should alert you to the idea that SAT considers items in a series and keeping things parallel and balanced in your writing very seriously. In this case, we have a series of gerunds (*-ing* form of the verb used as a noun): riding, hiking, swimming.
23. **E.** Sara's got the right idea. Toasted marshmallow's are the best way to end a day of outdoor activity. *To find* and *to toast* are correct, and one usually toasts over a fire, so all the underlined words are correct as they are.
24. **C.** This one is tricky. Read it too quickly, and you might miss it. Because we Americans are lazy and often slur our speech, the verb would have is often shortened to would've. We make a contraction out of the two words. Although it is not an "official" contraction such as don't, we use it, hear it, and read it everywhere. The word of sounds like the 've sound. Of is a preposition, however, and has no business hanging out with the verb would.
25. **B.** Here's another one that might catch you napping. Although conscious and conscience if pronounced carefully, really don't sound alike, sometimes, when a speaker is in a hurry, they sound more similar than they should. Hopefully you were conscious of this and your conscience is not bothering you for having missed it.
26. **A.** Did you get caught by this one? Were you just sure it was the wrong principal or there was something wrong with the 's? If so, you need to wake up. The principal is your pal, even though the Student Council might disagree. Also the 's is the correct possessive. What is wrong, however, is that consistent, the adjective form of the word, should be consistently, an adverb modifying responding. How was he responding, "No?" Consistently.
27. **E.** Just when you were sure you would be facing another difficult sentence, this one is correct as it stands. *Well* is the correct adverb form: performed *how*? Performed well. Sometimes when you have a sentence with "No error," it can be as difficult as ones with errors. You spend all your time just positive that there has got to be something wrong somewhere. "No error" is just as valid a response as Choices **A** through **D**.
28. **A.** This is another adverb problem. Unfortunately, in some parts of our country, local speech uses adjectives and adverbs interchangeably. That is not acceptable on the SAT, however. How was the man dressed? He was *shabbily* dressed.
29. **C.** Both Sasha and Suzie cannot become one sculptor. They could, however, become two successful sculptors. Choice **C** should read *famous sculptors*.

## Improving Paragraphs

30. **C.** Frequently, the last sentence of an introductory paragraph is central to an essay. It is a statement that indicates the central idea of the entire passage. Choice **C** presents the ideas in the clearest manner.

- 31. E.** Sentence 10 has to do with toys. It is actually expanded by sentence 8; therefore, it is best placed after sentence 7.
- 32. B.** The last sentence of this paragraph mentions clothing but says nothing more about it. Choice **B** gives us some very specific examples of what is mentioned in sentence 12.
- 33. E.** In many passages, the last paragraph is set up as the strongest. It might bring an argument to conclusion or reveal the climax of a narrative. In this case, the writer moves from generalizations about children’s screen-cult figures influencing toys, décor, and clothing to a more serious statement. The last paragraph not only discusses the influence on food (and indirectly children’s health), but then it closes with mention of the far reaching power of those who can control children. It makes sense, therefore, to open this paragraph with a sentence that begins, “Most importantly.”
- 34. D.** The key to this answer is in the wording of the question, “considering the concerned tone of this paragraph in particular.” Concerned tone should have directed you immediately to Choice **D**. This is not a healthy trend. In light of recent reports about childhood obesity and the importance of good eating habits being established in childhood, this response makes the most sense.
- 35. C.** Whether or not you want to combine sentences 20 and 21, just pretend that you do. Which is the best, or the correct way of doing so? That is your challenge. Choice **A** falls flat; **B** is too dismissive; **D** is incorrect because “needs” should be “need;” and Choice **E** is just clunky. That makes Choice **C** the winner.



## Multiple-Choice Questions, Set 2

### Improving Sentences

- D.** Because of the meaning of this sentence as it is, two independent clauses just don't work. This requires a sequence of events. First the sales clerk arranges the eyeglass frames; then she explains. That makes Choice **D** the most logical response to show this chronology of events.
- B.** This one might have caught you dozing. On the surface it seems perfectly okay, but it isn't. To make the two clauses "match," that is, to make them parallel, we need to defer to Choice **B**. This option is a parallel to the first statement. Remember, the SAT is looking for the BEST writing skills, not just okay writing skills.
- D.** This question is also one of parallelism. We need to find something that will match "not for being entertaining." The only response that works is Choice **D**.
- A.** This question is a bit more difficult than some others because for most students, the jewelry markets in Florence are a total unknown. Whether you know something about the subject or not is *not* important. The only thing you have to worry about is whether or not the sentence is correct, and if it is not, then how can it best be fixed. In this case, all is okay, so Choice **A** is the correct answer.
- E.** The semi-colon after the word underneath, should have tickled your antennae. Semi-colons are rarely used except to separate two independent clauses. Therefore, Choice **E**, which is an independent clause, is the BEST response for this question.
- B.** Here we have another American idiom. You might *take on* an opponent in boxing, but you *take over* a place. In this case, the doctors *take over* the delivery room, Choice **B**.
- E.** Another case of parallelism—are you getting the picture? Parallel structure is important to these SAT folks. Here we have a series of adjectives that need aligning. Melted and seeped and crumbled must align with each other, making **E** the only acceptable response.
- C.** Notice that the word nature is followed by a comma. Always check to see what punctuation is within the underlining (therefore, it might be changed), or outside the underlining, indicating that we must work with what is there. In this case, then, Choice **C** works because of the coordinating conjunction "but". Remember, any coordinating conjunction—BOY FANS— (conjunction that combines two independent clauses) always requires a comma in front of it.
- D.** Here we have a situation of commas and the conjunction "that." Just remember: when you use the subordinate conjunction "which" you always need to insert a comma in front of it. If you replace "which" with "that," then no commas are required.
- A.** There is absolutely nothing wrong with this sentence in its original form. I hope you have agreed with me.
- E.** In this sentence we have another series problem. What the sentence is saying is what bones can do. Bones are grafted *to span* and *to fuse*.
- D.** Hopefully, this question was an easy one for you. Since the word violence, just before the underlined portion, is followed by a comma, then the best choice is to just make the second part of this sentence another independent clause joined by the coordinate conjunction *but*.
- C.** For this question you must remember the rules about between and among. *Among* means in the middle of more than two. *Between* means just two. In this case, Mary Shelley entered into a contest with her husband and another friend.
- D.** This question is forcing you to tax your brain with the its/it's dilemma. In this case, *it is (it's) natural for him to wonder*.

## Rating Your Performance

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### Essay

Remember your essay will be read by two readers. So when you figure your **total points**, they will be out of 12, not just out of 6. It is best if you can have two different readers evaluate your writing, or at least you and another person for better accuracy. Evaluate your response using the Scoring Guide provided within the answers and explanations.

Essay subscore: \_\_\_\_\_

### Multiple Choice, Set 1

Improving Sentences                      Questions 1–11                      Number correct \_\_\_\_\_

Identifying Sentence Errors              Questions 12–29                      Number correct \_\_\_\_\_

Improving Paragraphs                      Questions 30–35                      Number correct \_\_\_\_\_

### Multiple Choice, Set 2

Improving Sentences                      Questions 1–14                      Number correct \_\_\_\_\_

Subtotal \_\_\_\_\_ (A)

### Wrong Answers (Do Not Count Unanswered Questions)

Section 2    Number wrong \_\_\_\_\_

Section 3    Number wrong \_\_\_\_\_

Subtotal \_\_\_\_\_ (B)

Subtract  $\frac{1}{4}$  (.25) from B for each wrong answer                      \_\_\_\_\_ (C)

minus (C) = \_\_\_\_\_ (D)

Round (D) to the nearest whole number for your multiple-choice                      **Raw Score** \_\_\_\_\_**Essay subscore** \_\_\_\_\_

## Conversion Table

This table will give you an approximation of what your score would be if this practice test had been an actual SAT Writing Test. The essay counts for about 30 percent of the final score; the multiple-choice questions count for about 70 percent.

For example: If your multiple-choice **raw score** was 35 and your **essay subscore** was 6, the table indicates that your final score on the test would fall between 500 and 710, or about 600 (out of 800).

<b>Multiple-Choice Raw Score</b>	<b>Essay Subscore 0</b>	<b>Essay Subscore 2</b>	<b>Essay Subscore 4</b>	<b>Essay Subscore 6</b>	<b>Essay Subscore 8</b>	<b>Essay Subscore 10</b>	<b>Essay Subscore 12</b>
40–49	520–690	530–720	550–740	580–770	620–800	650–800	680–800
30–39	430–630	450–660	470–680	500–710	530–740	560–770	590–800
20–29	360–540	370–570	390–590	420–620	460–650	490–690	520–710
10–19	270–460	280–490	300–510	330–540	370–480	400–610	430–630
0–9	200–380	200–410	210–430	240–450	270–490	300–520	330–560
–12– –1	200–280	200–310	200–330	200–350	240–390	270–420	300–450