

# Reading Question Walkthroughs

Since we've gone through all of the necessary training on the SAT Reading process, it's time to see that process in action against real SAT questions like the ones you'll encounter on test day. (Remember, I recommend that you only prepare with official practice questions, because those are the only questions that are guaranteed to play by the College Board's rules. For more on that, see "Only Work with Questions from the College Board!" on page 18 of this Black Book. You can get real practice tests from the College Board in the College Board's Blue Book, or by downloading them for free from the College Board's website.)

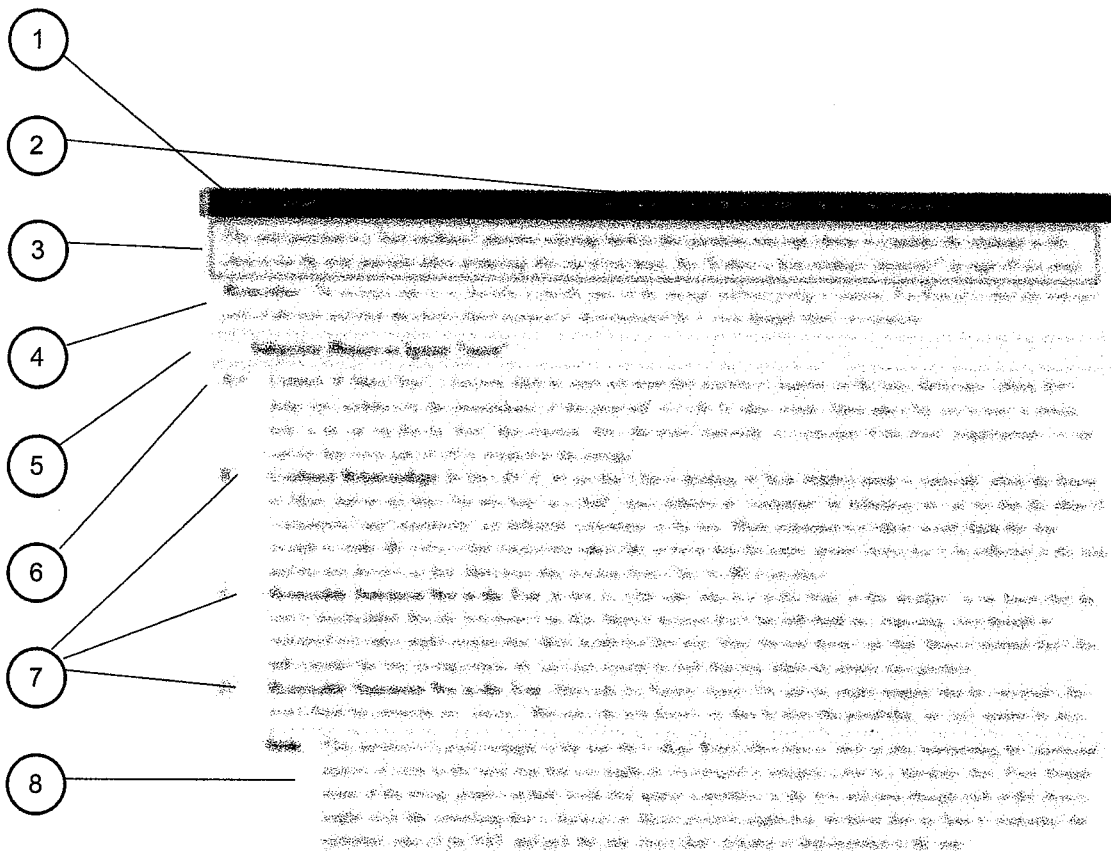
We'll go through every question in the first four SAT Practice Tests from the College Board, starting in just a couple of pages. But first, I'd like to take a second to explain how my walkthroughs for this section are set up. (By the way, if you'd like to see some video demonstrations of these ideas, go to [www.SATprepVideos.com](http://www.SATprepVideos.com) for a selection of demonstration videos that are free to readers of this book.)

## Sample Reading Walkthrough

The question walkthroughs in this book are laid out in a way that allows us to do the following:

- capture the ideal thought process for attacking individual questions, from initial assessment of the question through consideration of each answer choice
- make it easier to pick and choose specific pieces of information, while also allowing you to read the entire solution easily
- present the walkthroughs so they can stand on their own, while still making it easy to refer back to the relevant parts of the training for more details on key ideas if you want a refresher
- demonstrate how mechanical and repetitive real SAT questions are

Here's a diagram of an example walkthrough, with the elements of the walkthrough explained on the next page:



## Explanation of Walkthrough Elements

The elements of the walkthrough are presented in a way that reflects the ideal mental process for approaching a new SAT Reading question. First, we quickly get a general impression of what's going on in the question, then we remind ourselves of what the question wants us to do, and finally we consider each answer choice and figure out which common SAT patterns it reflects:

1. This shows the test number and question number of the question being analyzed in the walkthrough. You can use this information to locate the relevant question in one of the editions of the Blue Book, or in the College Board's free online preparation materials.
2. This indicates the type of question, according to our rough classification system. I've deliberately avoided discussing the idea of classifying the questions in detail during your training, because I don't want you to think that classifying a question is a particularly important step in the process of answering that question. At the same time, as you work with more and more official SAT questions from the College Board, you'll naturally begin to notice that some questions are extremely similar to others, and the questions will sort of automatically organize themselves into "types" in your mind, even if you're not trying to categorize them deliberately. So I've included general classifications of each question in the walkthroughs to help show you what kinds of associations a trained test-taker might initially make on reading the prompt for a question. Don't worry if your idea of a question's type doesn't always match exactly with mine! The classification isn't what really matters—all that really matters is that you stay in the habit of answering every question based on a literal reading of the words and figures on the page, and that you pick an answer choice that's restated or demonstrated by the text. Item 4 will tell you more about each type.
3. This tells you whether the following question is a "best evidence" question, which can be useful if you prefer to try to take advantage of the potential "best evidence shortcut" referred to on page 72 of this Black Book. (Remember that you don't have to use this "shortcut" if you don't want to!)
4. This italicized text is a quick reminder of the specific issues that are likely to come up in the question and how you should expect to tackle them, based on the "type" identified in Item 2. See the description of Item 2 above for more.
5. This Item reminds us that we can ignore the kinds of subjective wording that the College Board often uses to try to fool untrained test-takers into interpreting the text. Remember that we should never try to interpret the text or read it subjectively, even though the College Board frequently uses phrases like "most likely" and "would probably." (See "2. The College Board Deliberately Phrases Questions to Make you Think you Should Use Subjective Interpretation to Find the Answer." on page 60 for more on this idea.)
6. The correct answer will be noted with a checkmark icon, and the following explanation will show exactly how the correct answer is restated or demonstrated by the relevant part of the passage.
7. The descriptions of the wrong answers will begin with a brief mention of the overall pattern being followed by the wrong answer, and then a lengthier explanation showing how the answer choice fits that pattern. (Remember to see "What do Wrong Answers Do?" starting on page 61 of this Black Book for an explanation of these patterns.) Please keep in mind that you can still answer a question correctly without classifying or interpreting the wrong answers exactly the same way I do! Ultimately, all that matters is that you realize the wrong answers aren't restated or demonstrated in the relevant part of the text. If I decided to classify something as an example of the "confused relationships" pattern and you think it's a better example of the "off by one or two words" pattern, that's fine. I've just indicated these patterns here to help you see how I'm structuring my thinking as I approach a question.
8. If I feel that something is noteworthy about the question but I can't fit it in the rest of the walkthrough, then I'll note that at the end of the walkthrough. Be sure to pay attention to these notes when they appear, as they'll often contain useful information about what a particular question can teach us generally about future SAT questions.

Note that some walkthroughs are missing some of the Items in this list! If one of the Items above isn't relevant to a particular question, then it's omitted.

Remember that the ultimate goal of these walkthroughs is to help you see how I attack each question, and how I recommend you do the same. But, in the end, what matters most is that you develop an approach for SAT Reading questions that allows you to identify the one correct answer choice that's directly restated or demonstrated on the page, and the three wrong answers that aren't. Feel free to modify my approach as you see fit, as long as your modifications still bring you the results you want.

# TEST 1

## Test 1, Question 1

### TYPE: DESCRIBE THE PASSAGE

1 The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72

#### Subjective Phrases to Ignore: "best"

- A **Barely Relevant:** Akira and Chie have a conversation, but we can't say they "argue" with one another, because they don't express opposing views on a subject. Further, Akira visits Chie's home, but we can't say he "intrudes" on it. In fact, Chie invites him in by saying "come inside, get out of this nasty night" (37).
- B ✓ **Correct:** The text tells us Chie received a surprising request from Akira. Akira asks for Naomi's hand (59), which is a request; afterwards, he says that he can see he has "startled" (73) Chie, which means she's surprised by his request.
- C **Barely Relevant:** This is a classic example of the "barely relevant" answer choice type. The passage doesn't describe any character reminiscing about anything, or anything happening "over the years."
- D **Off by One or Two Words:** The text does mention people doing things unexpectedly, but no one in the text actually "criticizes" anyone else. Even when Chie talks about Akira in lines 84 - 86, she doesn't actually "criticize" him, because she doesn't explicitly say anything bad about him. She only says that Akira "thinks he can marry the Fuji heir and take her to America all in the snap of his fingers."

## Test 1, Question 2

### TYPE: DESCRIBE THE PASSAGE

1 The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72

#### Subjective Phrases to Ignore: "best"

- A **Off by One or Two Words:** This passage does mention a traditional practice—that of using a "go-between" (4) to arrange a marriage—but that traditional practice is not carefully analyzed. In order for us to be able to say that this practice was carefully analyzed, there would have to be phrases in the text that describe different aspects of the practice, what they mean, how they work, and so on.
- B ✓ **Correct:** The text includes many details, not limited to "he came on a winter's eve" (5), and "Chie heard her soft scuttling footsteps, the creak of the door" (8-9), and "his hands hanging straight down, a black cap in one, a yellow oil-paper umbrella in the other" (26-28). Also, we can certainly describe Akira's conversation with Chie as an "encounter," since it involves two people meeting. Further, Akira refers to the "urgency" (32) of the matter, which is one of many details that demonstrate the discussion is important, or "meaningful." The text restates or demonstrates everything in (B), so it's right.
- C **Literary Interpretation:** Chie asks Akira some questions, but there is nothing in the text to support the idea that the answers to these questions are "definitive." In order to call an answer definitive, there would need to be a phrase like "the question was answered once and for all" or "there would be no further discussion of the issue."
- D **Literary Interpretation:** The text gives us no reason to call the recounting of the story "cheerful," or to call the anecdote "amusing." The text does mention Chie's "amusement" (43), but this answer choice would require the *anecdote* to be *amusing*, not a *character in the anecdote* to be *amused*—and, anyway, Chie's amusement doesn't last throughout the passage. To support the word "amusing" in the answer choice, the narrator would have to say something like "it makes me smile to think of how..." or "Akira standing in the rain was a funny sight," but we don't have anything like that in this passage.

## Test 1, Question 3

### TYPE: WORD MOST NEARLY MEANS

1 The prompt includes the phrase "most nearly means" and the choices are usually one- or two-word phrases. The answer is either restated or demonstrated by an idea from the surrounding text. Remember you can work around unknown words, and be ready to guess/skip and focus on other questions if you don't know the words. See "What about 'Most Nearly Means' Questions?" on p. 73.

#### Subjective Phrases to Ignore: "most nearly"

- A ("Akira came frankly, breaking all tradition." (1) "I ask frankly because the use of a go-between takes much time." (64-66)) **Reasonable Statement Not in the Text:** In another context, the word "frankly" could mean the same thing as "directly," because if you're being honest with someone, you could call that being both "frank" and "direct." But the word "frankly" isn't restated or demonstrated by anything in the text, so it's incorrect according to the SAT's rules.
- B ("Akira came confidently, breaking all tradition." (1) "I ask confidently because the use of a go-between takes much time" (64-66).) **Reasonable Statement Not in the Text:** Being "confident" and being "direct" in dealing with other people are often closely

associated, but the idea of “confidence” doesn’t restate anything in the relevant part of the passage or follow logically from it, so “confidently” is incorrect.

- C ✓ (“Akira came without mediation, breaking all tradition.” (1) “I ask without mediation because the use of a go-between takes much time” (64-66).) **Correct:** As trained test-takers, we can see that both cited uses of the word “directly” present the idea of approaching “directly” as the opposite of using a “go-between.” We know this because coming “directly” is equated to the idea of “breaking all tradition” (1), while using a go-between is “follow[ing] form;” since “breaking” tradition and “following form” are opposites, the things they’re equated to (being direct and using a go-between) must also be opposites. This means the phrase “without \_\_\_\_\_” needs to mean the opposite of the phrase “using a go-between, and the word “without” means that the underlined phrase needs to mean basically the same thing as “using a go-between.” If we already know the word “mediation,” we know it does basically mean “using a go-between.” If we don’t know that already, we may be able to break down the word “mediation,” and see that it’s related to words like “median” and “medial,” which are related to the idea of something being in the center of two other things. A “go-between” is literally someone “between” two other people, which means a “go-between” is literally a type of “mediation,” so (C) directly restates an idea from the relevant part of the text, which means it’s right.
- D (“Akira came with precision, breaking all tradition.” (1). “I ask with precision because the use of a go-between takes much time” (64-66).) **Barely Relevant:** The phrase “with precision” doesn’t restate or demonstrate any concept from the relevant part of the passage, so this answer choice must be wrong.

Test 1, Question 4

TYPE: DESCRIBE THE PASSAGE

The next question is a “best evidence” question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See “Is there a ‘best evidence’ shortcut?” on page 72 for more.

① The prompt often mentions describing the passage, and usually doesn’t include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there’s no citation. See “What about Questions Without Citations?” p. 72

Subjective Phrases to Ignore: “most”

- A ✓ **Correct:** If Akira “fears” a reaction, then he must not want that reaction to happen. In the text, Akira says, “please don’t judge my candidacy by the unseemliness of this proposal” (63-64). In other words, Akira asks Chie not to react a certain way, so we can say that he “fears” that reaction. Also, the word “unseemly” is a synonym of the word “inappropriate,” so we can see that every part of (A) is restated in the passage.
- B **Confused Relationships:** In lines 49-52, we see that Chie is thinking of “how children speak so earnestly” when she listens to Akira, and we see that Chie sees him “as a child;” since children are “immature” by definition, we can see that the ideas of “earnestness” and “immaturity” are definitely somewhere in the text. Many untrained test-takers would think this was enough to make (B) correct—but trained test-takers like us know that the entire answer choice has to be reflected in the text, and the text doesn’t say that Akira fears this reaction from Chie! So (B) is incorrect.
- C **Reasonable Statement Not in the Text:** In line 16, Chie asks “who is it at this hour, in this weather,” so we know that the visit is unscheduled. But the text doesn’t say that Akira is worried that Chie will think he’s imposing, even though an untrained test-taker might assume that Akira would feel that way. Since the text doesn’t say that Akira is worried that Chie will consider his visit an imposition, we can’t just assume he feels that way when we answer this question.
- D **Reasonable Statement Not in the Text:** Akira asks for Naomi’s hand (59), and we might imagine that he’s worried Chie won’t think his emotions are “sincere.” But since the text doesn’t say that he fears this possibility, we can’t assume he does.

**Note** This question is a good example of the way the College Board often tries to trick us into interpreting the emotional aspects of a text in the same way that you might be encouraged to interpret a text in a literature class. Even though many of the wrong answers include words that appear somewhere in the text, and even though each of the choices might seem like something that a character in Akira’s position might fear, we know that we have to remember the unwritten rules of the SAT, and pick the only choice that’s restated or demonstrated in the text.

Test 1, Question 5

TYPE: BEST EVIDENCE

① The answer must restate or demonstrate the relevant statement. See “What about “Best Evidence” Questions?” on page 72.

Subjective Phrases to Ignore: “best”

- A **Barely Relevant:** This text isn’t relevant to the correct answer from question 4, or to any answer choice from question 4.
- B **Confused Relationships:** This might seem related to (B) from the previous question, but the explanation for that answer choice shows why that answer choice is incorrect, and why this choice is incorrect, too—the text doesn’t say that Akira is worried that Chie will think him immature, which is what question 4 requires.
- C ✓ **Correct:** As we discussed in the walkthrough for question 4, this text supports the right answer from that question.
- D **Confused Relationships:** This choice might seem to be related to choices from question 4, but it doesn’t explicitly mention Akira being afraid of anything, so it can’t be relevant to either of the two questions.

1 The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72

- A **Confused Relationships:** Untrained test-takers may be tempted by this answer choice if they get confused and think that Akira wants to marry Chie, rather than Naomi, and then make the further mistake of trying to determine whether Akira is actually in love. Either way, Akira never address Chie with "affection," so this answer choice is wrong.
- B **Direct Contradiction:** We can't say that Akira addresses Chie with "objectivity," because "objectivity" would involve detachment and/or neutrality by definition, but he shows emotions of his own when he blushes (57), and concern for her emotions when he apologizes for startling her (72-74).
- C **Confused Relationships:** It is Chie who addresses Akira with amusement—not the other way around—as we see in line 43: "Congratulations," Chie said with amusement." Many untrained test-takers will fall for this trap, because they won't be in the habit of looking out for these kinds of wrong answers!
- D ✓ **Correct:** We see that Akira addresses Chie "with respect" when he calls her "Madame" and asks for her forgiveness (31), and says "I don't want to trouble you" (39). We can also see that he does not show "utter deference" because he asks to marry her daughter Naomi (59) and says "without your consent, I must go to America, to secure a new home for my bride" (69-70), which means that he'll marry Naomi whether Chie gives her consent or not. If he were showing "utter deference" to Chie, then he would do whatever Chie wanted, and wouldn't tell Chie directly that her lack of consent wouldn't stop the marriage from happening.

1 The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See "What about 'Purpose' Questions?" on p. 74.

- A **Literary Interpretation:** The first paragraph mentions a "tradition," which can, perhaps, be considered a part of a culture, but no actual culture is even mentioned in this paragraph, much less described. So this answer choice can't be right.
- B **Confused Relationships:** The first paragraph mentions a "tradition," but it doesn't describe any problems related to that tradition, so we can't say the paragraph is "criticizing" that tradition.
- C **Confused Relationships:** The paragraph does include two sentences that end in question marks, so we can definitely say that something is being questioned—but there's no evidence in the paragraph that anything has actually been suggested by anyone, so (C) must be wrong.
- D ✓ **Correct:** The third sentence in the paragraph asks if Chie "would...have been more receptive" to Akira's request if he had followed tradition. Being "receptive" to something is a kind of reaction to it, which means that asking a question about whether someone "would...have been more receptive" under different circumstances is a way of "analyz[ing] a reaction." After reading the third sentence, we can see that the second sentence ("Was that it?") is asking "Did Chie react the way she did because Akira broke all tradition and approached her without a go-between?" This makes (D) the only choice that's demonstrated in the paragraph, so (D) is correct.

1 The prompt includes the phrase "most nearly means" and the choices are usually one- or two-word phrases. The answer is either restated or demonstrated by an idea from the surrounding text. Remember you can work around unknown words, and be ready to guess/skip and focus on other questions if you don't know the words. See "What about 'Most Nearly Means' Questions?" on p. 73.

Subjective Phrases to Ignore: "most nearly"

- A ("Had he followed appearance—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?") **Reasonable Statement Not in the Text:** In another context, "appearance" could mean "form," since the physical "appearance" of an object is its "form." But this isn't restated or demonstrated by (A), so (A) is wrong.
- B ✓ ("Had he followed custom—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?") **Correct:** The structure of this question—particularly the phrases "had he" and "would have been"—tells us that this question is asking about something Akira did NOT do. To see what he DID do, we need to check the surrounding text. In line 1, we see "Akira came directly, breaking all tradition." So "coming directly" and "breaking all tradition" is what Akira did, and "following form" is what he did NOT do. This means that "following form" must be the same thing as NOT "breaking all tradition," which means "form" must mean the same thing as "tradition" for the purposes of this question. This answer choice is synonymous with "tradition," which makes it correct.
- C ("Had he followed structure—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?") **Reasonable Statement Not in the Text:** In some other context, "structure" could mean "form," because an object's physical "structure" can be described as its "form." But, as trained test-takers, we know the right answer to an SAT Reading question must either restate a concept from the relevant text or be demonstrated by it, so this is wrong.

- D (“Had he followed nature—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?”) **Barely Relevant:** The text doesn’t restate the idea of “nature,” so this can’t be right.

Test 1, Question 9

TYPE: CITATION QUESTION

The next question is a “best evidence” question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See “Is there a ‘best evidence’ shortcut?” on page 72 for more.

- 1 The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.
- A **Confused Relationships:** Akira tells Chie he wants “parental approval” (67) from Chie, when he mentions “your [Chie’s] consent” to her. He doesn’t say anything about his own parents, so we don’t know how he feels about their consent; the text only shows us that Akira wants Naomi’s mother to approve of him.
- B **Confused Relationships:** The text never tells us that Akira is worried about rejection from Naomi; as discussed in the explanation for choice (A), the text only indicates that Akira is hoping for approval from Naomi’s mother, Chie.
- C ✓ **Correct:** Akira says to Chie, “I would approach you more properly but I’ve received word of a position. I’ve an opportunity to go to America, as a dentist for Seattle’s Japanese community” (39–42). We can tell from this sentence that Akira has an offer for a job, and that he considers this offer “attractive,” because he calls it an “opportunity,” and because we can see that it’s potentially “attracting” him to America. We can also tell that he must be outside of America when he says this sentence, because he mentions going “to America,” which means the attractive offer is in another country for him. Since every component of (C) is restated explicitly in the text, we know (C) is correct.
- D **Confused Relationships:** As readers, we know from the text that Chie is unaware of Akira’s feelings for Naomi—for example, her statements in lines 61–62 and 84–86 indicate that she had no prior knowledge of Akira’s feelings. But the prompt asks us for the reason that *Akira* says the matter is urgent, and the text doesn’t connect Akira’s urgency with Chie’s lack of knowledge. Instead, Akira clearly says, in lines 64–70, that he doesn’t want to take “much time” because his decision will depend on Chie’s “consent.” So the urgency is related to his time constraints in deciding whether to go to America and be a dentist, NOT to the issue of whether he knows that Chie might have heard about his feelings for Naomi.

**Note** This question is a good example of the kind of thing that confuses a lot of untrained test-takers. Each answer choice includes at least one major concept from the text, but only one choice links multiple concepts from the text in a way that directly reflects exactly what the text says. Keep this kind of thing in mind on test day, and always remember that we have to stick to what’s spelled out on the page!

Test 1, Question 10

TYPE: BEST EVIDENCE

1 The answer must restate or demonstrate the relevant statement. See “What about ‘Best Evidence’ Questions?” on page 72.

Subjective Phrases to Ignore: “best”

- A **Barely Relevant:** This text isn’t relevant to the correct answer from question 9 (or, indeed, to any choice from that question).
- B ✓ **Correct:** As discussed in the walkthrough for the previous question, this text supports the correct answer for question 9—it shows that the reason for Akira’s behavior is that he’s been offered a job in America.
- C **Literary Interpretation:** This citation does mention the idea that Akira might stay in Japan, depending on Chie’s response to his request—but the specific lines in this citation don’t mention the reason for Akira’s “urgency” that was mentioned in question 9. So this citation, on its own, doesn’t provide the evidence that allows us to answer question 9.
- D **Confused Relationships:** The idea of Akira startling Chie may seem relevant to (D) from question 9. But, as we discussed in the walkthrough for question 9, Akira’s “urgency” is related to the job offer he has received, and to his need to decide whether to take Naomi with him to America or to stay and marry her in Japan; the urgency itself has nothing to do with whether Chie was previously aware of Akira’s feelings, which is what (D) would require. (D) provides evidence for a choice in the previous question that’s irrelevant to the prompt from the previous question, so it’s wrong.

Test 1, Question 11

TYPE: PURPOSE OF CITED TEXT

1 The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See “What about ‘Purpose’ Questions?” on p. 74.

Subjective Phrases to Ignore: “most likely”

- A ✓ **Correct:** The cited text specifically says people “regularly buy presents” (6), and also mentions the “frequent experience of gift-giving” (9), which are both word-by-word restatements of choice (A). When we compare this to the other answer choices, we can see that (A) is correct (see notes for this question).

- B Barely Relevant:** The text says that “Last year, Americans spent over \$30 billion at retail stores in the month of December alone” (3-5). But the text doesn’t tell us what they spent previously, so there’s no support in the text for us to say whether that number represents a “recent increase” or not.
- C Wrong Part of the Passage:** The text says in line 14 that “many dread the thought of buying gifts,” so a lot of untrained test-takers may fall for (C). But the prompt asked about lines 1-9, and nothing in the passage connects the idea in line 14 to the examples in lines 1-9. (In fact, the sentence in lines 10-13 actually says that some people enjoy gift-giving; we can’t argue that line 14 is relevant to the citation without acknowledging that lines 10-13 would have to be relevant in the same way, but this answer choice contradicts line 10-13 lines by making it sound like everyone has anxiety about gift-giving.)
- D Literary Interpretation:** It’s true that a portion of the text names some occasions for gift-giving, such as “weddings, birthdays, anniversaries, graduations, and baby showers” (7-9). But a trained test-taker can tell that (D) is wrong because the text doesn’t specifically state whether the authors think the number of special occasions in itself is high or low—there’s no phrase in the text that says anything like “the huge number of holidays” or “the few special occasions.” Once more, we see the extreme importance of reading the text on the SAT very literally, and keeping in mind the test’s unwritten rules!

**Note** Notice that the ideas in choices (B) and (D) would both probably be fine in a classroom discussion, but they’re both clearly wrong when we read carefully and apply the unwritten rules of the test. To a trained test-taker, (A) is clearly correct because it restates phrases from the passage without contradicting the passage or including ideas that don’t appear in the passage, while no other answer choice does that.

Test 1, Question 12

TYPE: WORD MOST NEARLY MEANS

**i** The prompt includes the phrase “most nearly means” and the choices are usually one- or two-word phrases. The answer is either restated or demonstrated by an idea from the surrounding text. Remember you can work around unknown words, and be ready to guess/skip and focus on other questions if you don’t know the words. See “What about “Most Nearly Means” Questions?” on p.73.

Subjective Phrases to Ignore: “most nearly”

- A** (“This frequent experience of gift-giving can engender unrealistic feelings in gift-givers.”) **Reasonable Statement Not in the Text:** Nothing in the text restates the idea of being “unrealistic,” which means this choice has to be wrong.
- B ✓** (“This frequent experience of gift-giving can engender conflicted feelings in gift-givers.”) **Correct:** The feelings that gift-givers experience are described immediately after the citation: we see that “many relish the opportunity to buy presents” (10-11), while “many dread the thought of buying gifts” (14). The idea that many people “relish” buying gifts and many people “dread” buying gifts shows that people have “conflicted” feelings, since the ideas of “relishing” and “dreading” are opposites. (If we don’t know that the word “relish” is positive in this sense, we can still tell that the sentence about relishing must be positive because it refers to gift-buying as an “opportunity,” rather than using a word like “hassle” or “obligation.”)
- C** (“This frequent experience of gift-giving can engender apprehensive feelings in gift-givers.”) **Confused Relationships:** The idea that people “dread” (14) buying gifts might seem to go along with the idea of “apprehensive” feelings, but the word “apprehensive” doesn’t account for the fact that people also “relish” (11) gift-giving and view it as an “opportunity” (11) according to the text, so (C) contradicts that portion of the text.
- D** (“This frequent experience of gift-giving can engender supportive feelings in gift-givers.”) **Reasonable Statement Not in the Text:** An untrained test-taker might think that being “supportive” is a positive idea that might go along with gift-giving, but the idea of supportiveness isn’t explicitly in the text.

Test 1, Question 13

TYPE: DESCRIBE THE PASSAGE

The next question is a “best evidence” question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See “Is there a ‘best evidence’ shortcut?” on page 72 for more.

**i** The prompt often mentions describing the passage, and usually doesn’t include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there’s no citation. See “What about Questions Without Citations?” p. 72

- A Off by One or Two Words:** The text does speculate that gift-giving can express something: “perhaps givers believe that bigger...gifts convey stronger signals” (53-55), and “gift-givers may be motivated...to send a ‘stronger signal’ to their intended recipient” (60-62)—the idea of “signaling” something is a type of expression. But there are still two problems with this choice that make it wrong. First, the text doesn’t specifically say that gift-giving is *definitely* a way to send a signal; instead, the text uses words like “perhaps” and “may,” showing that the authors aren’t sure that self-expression is involved. Second, we need to note the difference between the idea of possibly sending a signal about a relationship and the idea of expressing one’s self; “self-expression” generally refers to the idea of using art or language to make a statement about one’s ideas or beliefs, etc. For these two reasons, (A) fails to restate the text, and must be wrong.
- B Barely Relevant:** Lines 41-65 discuss a perceived connection between the cost of a gift and how much that gift is appreciated, but nothing in the text says that gifts in general are always “inexpensive,” as (B) would require.

- C **Reasonable Statement Not in the Text:** The text describes in lines 35-37 how “gift-givers have considerable experience acting as both gift-givers and gift-recipients,” and says in lines 68-69 that “people slip in and out of these roles [of gift-giver and gift-recipient] every day.” But, if we think carefully, like trained test-takers, we see that this isn’t the same thing as reciprocity! The passage doesn’t specifically describe a situation in which one person receives a gift and then turns around and gives a gift back to the original gift-giver, which is what the word “reciprocate” would have to involve. Furthermore, the text certainly doesn’t say that any kind of reciprocating is “required”—or, indeed, that any kind of behavior of any kind is required. Many untrained test-takers will be attracted to this wrong answer because they’ve been taught that it’s polite to give a person a gift if the person gives you one—but, again, the text never says anything about reciprocal gift-giving.
- D ✓ **Correct:** (D) directly restates the idea of “build[ing] stronger bonds with one’s closest peers” (12-13).

Test 1, Question 14

TYPE: BEST EVIDENCE

① *The answer must restate or demonstrate the relevant statement. See “What about ‘Best Evidence’ Questions?” on page 72.*

Subjective Phrases to Ignore: “best”

- A ✓ **Correct:** As discussed in the walkthrough for question 13, this text directly restates the right answer from 13, which is (D).
- B **Barely Relevant:** This text isn’t really relevant to any answer choice from the previous question.
- C **Barely Relevant:** This text isn’t really relevant to any choice from the previous question.
- D **Literary Interpretation:** This text is kind of related to the idea of inexpensive gifts from choice (B) in the previous question, but, as discussed in the explanation for that question, choice (B) for that question isn’t actually restated in the text. So (B) is wrong for the previous question, and (D) is wrong for this question.

Test 1, Question 15

TYPE: CITATION QUESTION / PAIRED PASSAGES (see note below!)

① *The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71. The prompt also asks how someone would respond to a claim or argument. The correct answer restates a position that’s already stated in the passage. See “What about Paired Passages?” on p. 76. (See the note below!)*

Subjective Phrases to Ignore: “likely”

- A ✓ **Correct:** The “social psychologists” from the prompt appear in lines 30-31, in this sentence: “That in itself is not surprising to social psychologists.” In order to understand this sentence, we need to know what the word “that” is referring to; when we look at the previous sentence, we see the word “that” refers to the idea of the “deadweight loss” described in lines 28-30. So we now know that the “deadweight loss...is not surprising to social psychologists,” according to the text. The word “predictable” in this answer choice is a direct restatement of the idea that something is “not surprising,” which is what we just found in the text, so (A) is correct.
- B **Reasonable Statement Not in the Text:** An untrained test-taker might imagine that social psychologists would find the “deadweight loss” “questionable,” because it might seem hard to believe that so many people aren’t good at giving gifts. But the text doesn’t actually restate that idea, so this answer can’t be correct.
- C **Reasonable Statement Not in the Text:** An untrained test-taker might imagine that social psychologists would find the deadweight loss “disturbing,” because it would mean that gift-giving—something a lot of people seem to enjoy—is actually a waste of money. But the text doesn’t say anything about social psychologists being disturbed, so this answer can’t be correct.
- D **Barely Relevant:** In order for (D) to be right, the text would need to state specifically that nothing like the deadweight loss had ever happened before, because that’s what “unprecedented” means. But the text doesn’t do that, so (D) is wrong.

**Note** We don’t really need to understand what the phrase “deadweight loss” actually means, or why psychologists chose the term “deadweight” in the first place. It’s still possible to determine that the “deadweight loss” is unsurprising or predictable from the text. Remember this kind of thing when you run into strange phrasing on test day! For more on this, see our advice on the “bad connection” approach for working around unknown vocabulary on page 66. Also note that I’ve categorized this as a “paired passage” question even though there’s really only one passage involved; I did this because the defining feature of “paired passage” questions is that they ask us to consider how someone would respond to something and the answer is spelled out on the page, which is the case with this question. Remember that it really isn’t important to classify a question in your mind, as long as you look for the answer choice that’s restated or demonstrated in a literal way in the text. I only include the classifications in these walkthroughs to help you start to see how the College Board repeats the same kinds of tactics over and over.

Test 1, Question 16

TYPE: CITATION QUESTION

*The next question is a “best evidence” question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See “Is there a ‘best evidence’ shortcut?” on page 72 for more.*



1 The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.

- A **Barely Relevant:** In order for this to be correct, the text would need to say that people were doing something without really meaning it, but the text doesn't say anything about that in the given citation. As we discuss below in the explanation for (C), the passage does indicate that the assumption is incorrect—but, as trained test-takers, we know that we have to think very carefully and specifically about what words actually mean when we're taking the SAT, and there's an important difference between the idea of being wrong about something and the idea of being insincere. In fact, if we think about it, it's difficult to imagine that an assumption could be insincere: an assumption is something we believe to be true, in our own thoughts—how can we assume something is true, but somehow not really mean it?
- B **Reasonable Statement Not in the Text:** As discussed below in the explanation for choice (C), the passage indicates that the assumption is incorrect. But that doesn't mean that we can call it "unreasonable," as this answer choice would require. The word "unreasonable" means that there's no logical reason for something, but it's very possible for an assumption to be reasonable and still turn out to be wrong in the end; the text doesn't say anything about assuming things without reason. These are the kinds of careful distinctions that trained test-takers look out for on test day.
- C ✓ **Correct:** The assumption in lines 41-44 is that "gift-givers equate how much they spend with how much recipients will appreciate the gift. (The more expensive the gift, the stronger a gift-recipient's feelings of appreciation)." The text that immediately follows says "such an assumption may be unfounded" (46-47). The word "unfounded" in this context is an exact restatement of the idea of being "incorrect," so (C) is right. (Even if we don't know what the word "unfounded" means, we can still tell from other parts of the passage that researchers believe there's no necessary connection between the cost or size of a gift and the amount of importance that the recipient attaches to the gift. For example, lines 48-50 say the authors believe recipients are "less inclined" to appreciate "the magnitude of a gift than givers assume," and lines 63-65 say, "gift-recipients...may not construe smaller and larger gifts as representing smaller and larger signals of thoughtfulness and consideration." So we can clearly see the text says the assumption is incorrect, even if we might need to work around the word "unfounded" in line 47.)
- D **Direct Contradiction:** As discussed in the explanation for (C), the passage indicates the assumption is incorrect. But the word "substantiated" means something has substance, which is another way to say it's valid or correct. So (D) directly contradicts the right answer, which is something we'll see as a common pattern on the SAT.

Test 1, Question 17

TYPE: BEST EVIDENCE

1 The answer must restate or demonstrate the relevant statement. See "What about 'Best Evidence' Questions?" on page 72.

Subjective Phrases to Ignore: "best"

- A **Literary Interpretation:** This text describes the "assumption" mentioned in the previous question, but it's not relevant to any of the choices in the previous question, so it can't be correct.
- B **Literary Interpretation:** This choice provides general information about the purpose of gift-giving according to some researchers, but it's not relevant to the assumption mentioned in question 16, so it can't be correct.
- C ✓ **Correct:** This text discusses the idea that gift-givers' assumptions about a correlation between the magnitude of a gift and the recipients' appreciation of the gift may not be valid, as we saw in our walkthrough for 16. So (C) is right.
- D **Literary Interpretation:** This text provides a general explanation for why people are bad gift-givers, but it doesn't specifically address the idea of more expensive gifts being more appreciated by recipients, and whether that idea has merit, so it isn't relevant to a discussion of the assumption in the previous question.

Test 1, Question 18

TYPE: WORD MOST NEARLY MEANS

1 The prompt includes the phrase "most nearly means" and the choices are usually one- or two-word phrases. The answer is either restated or demonstrated by an idea from the surrounding text. Remember you can work around unknown words, and be ready to guess/skip and focus on other questions if you don't know the words. See "What about 'Most Nearly Means' Questions?" on p. 73.

Subjective Phrases to Ignore: "most nearly"

- A ("Perhaps givers believe that bigger (i.e. more expensive) gifts transport stronger signals of thoughtfulness and consideration.")  
**Reasonable Statement Not in the Text:** In another context, "convey" could mean "transport," because both words can describe the act of physically taking an object from one place to another. But the passage doesn't restate or demonstrate the idea of physically moving anything, so this choice can't be correct.
- B ("Perhaps givers believe that bigger (i.e. more expensive) gifts counteract stronger signals of thoughtfulness and consideration.")  
**Barely Relevant:** Nothing in the relevant text discusses the idea of "counteract[ing]" anything. If you found this answer choice tempting, you may have misread or misunderstood some part of the text on a basic level.
- C ("Perhaps givers believe that bigger (i.e. more expensive) gifts exchange stronger signals of thoughtfulness and consideration.")  
**Confused Relationships:** This answer choice may be tempting to an untrained test-taker because the word "exchange" is closely

related to the idea of giving gifts in general. But the text doesn't restate anything about exchanging signals, so this answer can't be correct.

- D ✓ (“Perhaps givers believe that bigger (i.e. more expensive) gifts communicate stronger signals of thoughtfulness and consideration.”) **Correct:** The word “communicate” directly restates the ideas of “signal[ing]...positive attitudes” (57-58), and “send[ing] a ‘stronger signal’” (62). This idea of sending a signal is the definition of “communicat[ing].”

Test 1, Question 19

TYPE: CITATION QUESTION

1 The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.

- A ✓ **Correct:** The citation occurs two sentences after the beginning of a paragraph; the first sentence in the paragraph asks “why...gift-givers assume” (51) something. The next sentence says, “perhaps givers believe that bigger (i.e. more expensive) gifts convey stronger signals of thoughtfulness and consideration” (53-55). Then the citation itself tells us that Camerer and others say, “gift-giving represents a symbolic ritual, whereby gift-givers attempt to signal their positive attitudes toward the intended recipient and their willingness to invest resources in a future relationship” (56-60). So the sentence before the citation tells us something that “givers believe” about gift-giving, and then the cited sentence explains something about what “gift-giving represents;” both of these sentences form an answer to the question of “why” gift-givers assume something. Since the word “explanation” in this answer choice refers to the act of describing why something happens, we can see that the cited text is an explanation of behavior related to gift-giving. So choice (A) is correct.
- B **Confused Relationships:** As discussed above in the explanation for (A), the cited text provides an explanation for an aspect of the previous sentence. Since it's a continuation or extension of an idea from the previous sentence, we can't say this sentence “introduces” any argument, as this choice would require.
- C **Off by One or Two Words:** This choice might be tempting to untrained test-takers because the cited text discusses why “gift-givers may be motivated” (60-61) to make the decisions they make, which definitely goes along with the word “motive” in this answer choice. But (C) says the purpose of the citation is to “question” something, and nothing in the text corresponds to the idea of questioning a motive. If we “question” something, it means we doubt that thing in some way. The text doesn't say anything about doubting the motives of gift-givers; all it discusses is the idea of trying to understand what those motives are. So (C) is wrong.
- D **Off by One or Two Words:** This choice mentions a “conclusion,” but no conclusion has been reached at this point in the text; Camerer's statements can't support a conclusion that doesn't exist in the text. The previous sentence starts with the word “perhaps” (53), so it can't be called a conclusion, because the word “perhaps” means the author is only exploring or considering an idea, not putting it forth as a conclusive answer to the question being asked.

**Note** The word “argument” in (B) is used in the classical, logical sense—meaning a position that a person takes on an issue, rather than a heated disagreement. Even if we didn't recognize this usage of the word “argument,” we can still answer this question correctly, because the cited sentence wasn't “question[ing]” or “conclu[ding]” anything, and it wasn't “introduc[ing]” an argument in either the logical sense or in the more commonly used sense—it was only following up on an idea from the previous sentence. (See “Critical Technical Terms for the SAT Reading Section” on page 69 of this Black Book for more terms like “argument” that can be useful on this part of the test.)

Test 1, Question 20

TYPE: FIGURE

1 The prompt refers to a graph/table/diagram/etc.; carefully note all labels, keys, units, and any other explanatory details. The answer must directly restate some part of the data and/or text. See “Reading Graphs, Charts, Tables, and Other Figures” on p. 44.

- A **Confused Relationships:** (A) is probably here to trap untrained test-takers who haven't read the passage carefully, because the passage includes the idea of recipients' appreciation (even though the passage actually says there's no strong correlation between a giver's prediction of a recipient's level of appreciation and the actual appreciation felt by the recipient). As trained test-takers, we look at the graph and see that there's no consistent relationship among the bars that represent the givers' perceptions and the recipients' appreciation: the two dark bars show that the givers and recipients are comparatively far apart when it comes to the less expensive gift, while the two light bars show that the givers and recipients are a bit closer together when it comes to more expensive gifts. On top of that, the value for the givers is lower than the value for the receivers when we look at the darker bars, but higher than the value for the receivers for the lighter bars. In short, there's no way we can say that the values for givers are based on the values for receivers when we look at the graph, so this choice must be wrong.
- B ✓ **Correct:** Looking at the bars related to the givers' expectations (which are the two bars to the left in the graph), we can see that the darker bar (relating to a less expensive gift) is smaller than the lighter bar (which relates to a more expensive gift). Since givers expect less appreciation for a less expensive gift and more appreciation for a more expensive gift, we see that givers' prediction of appreciation can be based on the expensiveness of the gift, just as (B) describes, so (B) is right.

- C Reasonable, but not in the Figure:** We might imagine that a person giving a gift would allow her own desire for the gift to have an impact on how much she expects someone else to appreciate it. But the graph doesn't contain any information about how much the giver wants the gift, so (C) can't possibly be restated by the figure—which means it must be wrong.
- D Reasonable, but not in the Figure:** We might imagine that a person's relationship with the recipient could have an impact on how much he expects the recipient to appreciate the gift. But this graph doesn't contain any information about the relationship between the giver and the receiver, so (D) can't be restated by the text, which means it can't be correct.

Test 1, Question 21

TYPE: FIGURE

**i** The prompt refers to a graph/table/diagram/etc.; carefully note all labels, keys, units, and any other explanatory details. The answer must directly restate some part of the data and/or text. See "Reading Graphs, Charts, Tables, and Other Figures" on p.44.

Subjective Phrases to Ignore: "likely"

- A ✓ Correct:** The idea of an "inability to shift perspective" is restated multiple times in the text. One example is in lines 28-32: "This 'deadweight loss' suggests that gift-givers are not very good at predicting what gifts others will appreciate. That in itself is not surprising to social psychologists. Research has found that people often struggle to take account of others' perspectives..." Another example appears in lines 66-68: "The notion of gift-givers and gift-recipients being unable to account for the other party's perspective seems puzzling..." The authors make it clear that givers and receivers have different ideas about how much a gift will be appreciated because people in either role fail to understand the perspective of the people in the other role, which is exactly what this choice says.
- B Literary Interpretation:** The beginning of this passage mentions the "\$30 billion" (4) that Americans spent at retail stores in December of the previous year, and an untrained test-taker might think of that number as evidence of a "materialistic culture" as described in this answer choice. But the text never actually restates the idea of people being materialistic at all, and it certainly gives no evidence to support the word "increasingly" in this choice—in order for the word "increasingly" to be appropriate here, the text would have to show not only that people were materialistic in the first place, but that they were *more* materialistic now than they used to be.
- C Confused Relationships:** The text mentions that some people "dread the thought of buying gifts" (14), but the idea of actual opposition to gift-giving doesn't appear in the passage—there's never a point where the authors say something like "some people even think that gift-giving should be abolished entirely," or anything like that. Further, there's nothing in the text that restates the idea that feelings toward gift-giving are "growing," "increasing," or changing in any other kind of way, which is another reason that (C) and (B) must be wrong.
- D Confused Relationships:** As we saw in the discussion of choice (A) above, the authors clearly mention that people have a difficult time understanding each other's perspectives when it comes to gift-giving, but this isn't the same thing as saying that they misunderstand each other's intentions. While "intentions" and "perspective" might seem like similar ideas to an untrained test-taker who doesn't bother to consider the passage carefully, trained test-takers will notice the difference between those ideas in the context of the passage: the passage never mentions either gift-givers or recipients attempting to understand the goals or motivations of other people, which is what a discussion of "intentions" would require. We can therefore see that (D) isn't restated anywhere in the passage.

Test 1, Question 22

TYPE: CITATION QUESTION

**i** The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.

- A Confused Relationships:** The text mentions that the molecule DNA "is a very long chain" (3-4), but it never makes any connection between the length of DNA and whether an organism has a spinal column. Line 3 describes "a very long chain, the backbone of which..." The phrase "of which" refers to the phrase "long chain," which means we are talking about the backbone of a chain, not the backbone of an organism. Line 39 mentions "the phosphate-sugar backbone of our model..." which, again, clearly indicates that the "backbone" being discussed is part of the model, and not part of an organism. Since the text never mentions the spinal column of an organism, (A) can't be restating anything in the text, so it can't be correct.
- B ✓ Correct:** This answer is correct because it restates the text. In lines 2-4 the text says "the molecule is a very long chain, the backbone of which consists of a regular alternation of sugar and phosphate groups." The word "regular" in this context means that something repeats systematically or predictably, so a "regular alternation of sugar and phosphate groups" is a consistent pattern of sugars alternating with phosphate groups; these are the "repeating units" mentioned in the answer choice. We can also tell that the phrase "main structure" directly reflects the passage because the word "backbone" (3) itself can indicate the main structure of a thing, and because the passage tells us that other things are attached to the sugars in variable ways, which means the sugars and phosphates are the main part of the structure. This idea is repeated in lines 39 and 40 when the "phosphate-sugar backbone" is again described as "completely regular."

- C Off by One or Two Words:** The words “entirely” and “or” combine to make this choice incorrect. Line 4 says the chain “consists of a regular alternation of sugar and phosphate groups,” and line 39 refers to a “phosphate-sugar backbone;” both of these phrases make it clear that the backbone consists of sugars *and* phosphates, not one or the other.
- D Confused Relationships:** The “backbone” in line 3 is said to consist “of a regular alternation of sugar and phosphate groups.” Later on we see that “to each sugar is attached a nitrogenous base” (5). In other words, the backbone is made of sugars and phosphate groups, and nitrogenous bases are things that are attached to the sugars in that backbone. The text makes it clear that the nitrogenous bases aren’t even part of the backbone, so we have nothing in the text to say that the word “backbone” as described in the prompt is related to nitrogenous bases being the main structural unit of DNA.

Test 1, Question 23

TYPE: BEST EVIDENCE

- i** The answer must restate or demonstrate the relevant statement. See “What about “Best Evidence” Questions?” on page 72.
- A Confused Relationships:** This citation describes a nitrogenous base attaching to a sugar, but that doesn’t mean the bases can’t also pair randomly with other bases, as the student in the prompt claims. So this choice doesn’t contradict the student’s claim, which means it’s not the correct answer.
- B Confused Relationships:** This citation refers to the sequence of bases “along the chain,” not the way that the bases pair with other bases, so it would be possible for the student’s claim to be true even if the claim in this answer choice is also true, which means this choice isn’t a contradiction of the student’s claim.
- C Confused Relationships:** This citation describes the pairs of nitrogenous bases bonding together, but it doesn’t say whether that happens randomly or not, which means this choice doesn’t contradict the claim about the bases bonding randomly.
- D ✓ Correct:** This citation specifically says that “one member of a pair must be a purine and the other a pyrimidine,” which contradicts the claim that the bases pair randomly, because it establishes some rules for the pairing.

Test 1, Question 24

TYPE: CITATION QUESTION

- i** The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.
- A Confused Relationships:** Lines 1-2 say, “the chemical formula of deoxyribonucleic acid (DNA) is now well established,” and lines 16-17 mention that there’s “only one chain in the chemical formula.” Neither of these phrases expresses the idea that the chemical formula is a “feature of biological interest,” which means (A) isn’t restating the citation, so (A) is wrong.
- B Confused Relationships:** Lines 14-15 describe how “two chains are both coiled around a common fiber axis,” but this doesn’t restate or demonstrate that the axis is a “feature of biological interest” as the prompt requires, so (B) is wrong.
- C Confused Relationships:** The “X-ray evidence” (18-19) is mentioned in the citation as something that supports the idea of there being two chains in one molecule, but the X-ray evidence itself isn’t described in the passage as a feature of biological interest. As we’ll see below in the explanation for (D), the two chains themselves are the “feature...of biological interest” in the passage, while the X-ray evidence just indicates that the two chains probably exist.
- D ✓ Correct:** Lines 12-14 say that “the first feature of our structure which is of biological interest is that it consists not of one chain, but of two.” So we know that the “feature of biological interest” is the fact that the DNA consists of two chains, which is an exact restatement of this answer choice, so we know that (D) is correct.

Test 1, Question 25

TYPE: PURPOSE OF CITED TEXT

- i** The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See “What about “Purpose” Questions?” on p. 74.

Subjective Phrases to Ignore: “main”

- A Confused Relationships:** The author mentions “density” and “X-ray evidence” (18-19), and says they suggest “very strongly that there are two” chains. Lines 43-45 mention the idea of carrying “genetical information.” But nothing in the text connects the idea of the density and the X-ray evidence *themselves* with the idea of carrying “genetical information.”
- B Confused Relationships:** A “nucleotide” is defined in lines 10-11, and the text makes no further mention of nucleotides or of any alternate hypothesis about the composition of nucleotides, so (B) can’t possibly be restating an idea from the text.
- C ✓ Correct:** The author mentions “the density” and the “X-ray evidence” (18-19) and he says they suggest “very strongly that there are two” chains. The word “suggests” in this context is a restatement of the phrase “provide support for” in (C), and the “claim about the number of chains” in (C) is the claim that “there are two” in line 19, so we see that (C) and the relevant part of the passage restate each other. This means (C) must be correct.
- D Off by One or Two Words:** We have to be very careful with (D), because it will fool a lot of untrained test-takers who don’t read carefully! The problem with (D) is the word “confirms,” because the text only says the combination of the X-ray evidence and density “suggests very strongly” that there are two chains in the structure even though there’s only one chain in the formula. This is the kind of small difference in meaning that we trained test-takers are always on the lookout for!

1 The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.

**Subjective Phrases to Ignore: “implies”**

- A Confused Relationships:** The text talks about pairing purines and/or pyrimidines “between the two chains” (28–29). We know the text doesn’t talk about whether such a pair would fit in “the space between a sugar and a phosphate group” as (A) requires, because, as we can see in the first paragraph, a sugar and a phosphate group would be *next to each other in one chain* of DNA, but the citation in lines 29–30 is clearly talking about the room necessary to “bridge between the two chains.”
- B ✓ Correct:** The text says that a pair consisting of a purine and a pyrimidine can “bridge between the two chains” (28–29), but a “pair...of two purines” wouldn’t have enough “room” (29–30). That means a pair of purines must be larger than a purine and a pyrimidine—if two purines can’t fit in a space where a purine and a pyrimidine can fit, then the two purines must be bigger than the purine and the pyrimidine. Since (B) directly restates the relevant portion of the text, it’s right.
- C Confused Relationships:** This choice makes a comparison between a pair of pyrimidines and a pair of purines, but the cited text only compares the size of a pair of purines to the size of a pair consisting of a purine and a pyrimidine—so we can’t make any conclusions about the statement in this answer choice, based on the passage.
- D Confused Relationships:** This choice has the same basic problem we saw in (C). The cited text only compares the size of a pair of purines to a pair consisting of a purine and a pyrimidine, so we can’t use that citation to make any conclusions about a statement comparing the size of a pair of pyrimidines to the size of a pair consisting of a purine and a pyrimidine.

1 The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See “What about “Purpose” Questions?” on p. 74.

**Subjective Phrases to Ignore: “mainly”**

- A Confused Relationships:** The author mentions a “nucleotide” (11), but never says anything about the percentage of molecules of DNA for which the sequences of nucleotides are known, so the word “most” in (A) isn’t restating the text.
- B Off by One or Two Words:** The text does say, “any sequence...can fit into the structure” (40–41). But the word “counter” in this context indicates the idea of contradicting something (as in the word “counterattack” or the phrase “counter offer”), and nothing in the text contradicts the idea of the bases occurring in any order. So the word “counter” makes this wrong.
- C In the Wrong Part of the Text:** Many untrained test-takers will fall for this choice because they’ll remember reading something about the regularity of the phosphate-sugar backbone in the text, and because they won’t bother to go back to the citation and verify what’s actually going on in the relevant part of the passage. It’s true that the complete regularity of the “phosphate-sugar backbone” is mentioned in lines 39–40, but the prompt cites lines 47–49, which occur later in the paragraph and which talk about the “order of the bases on one of the pair of chains” (45–46). So we can’t say the quoted words in the prompt describe the phosphate-sugar backbone, as (C) would require. (See the explanation for (D) below.)
- D ✓ Correct:** Every part of (D) restates an element of the passage that’s directly relevant to the citation in the prompt, so (D) is right. To find the relevant part of the text, we should note that the word “exact” in the citation modifies the phrase “order of the bases on the other [chain]” (47–48); the word “specific” in the citation describes the “pairing” (48) of bases on the two chains; the word “complement” describes how one chain of a DNA molecule relates to the other, and is the “feature which suggests how [DNA] might duplicate itself” (50–51). All of this shows that the cited words in the prompt are talking about “how the...molecule might duplicate itself” (50–51) by relying on the way “one chain is...the complement of the other” (49) in terms of the “specific pairing” (48) of the bases, which is restated and demonstrated exactly in (D): “replicate” and “copy” in the choice are synonyms of “duplicate” (51), and the “template” from the choice is the “complement” in line 49.

1 The prompt refers to a graph/table/diagram/etc.; carefully note all labels, keys, units, and any other explanatory details. The answer must directly restate some part of the data and/or text. See “Reading Graphs, Charts, Tables, and Other Figures” on p. 44.

- A Confused Relationships:** This is the answer an untrained test-taker could get if he thought guanine and cytosine were purines, instead of adenine and guanine.
- B Confused Relationships:** This answer could be the result of incorrectly thinking cytosine and thymine were purines, instead of adenine and guanine; it could also be the result of misreading the question and thinking it was asking about pyrimidines in yeast DNA, rather than purines.
- C ✓ Correct:** As explained in the Notes section of this walkthrough, we know that adenine and guanine are purines. With that in mind, we can see that yeast has 18.7% guanine and 31.3% adenine, so (C) is correct.
- D Confused Relationships:** (D) could reflect thinking that adenine and thymine were purines, instead of adenine and guanine.

**Note** This question will confuse a lot of untrained test-takers because the table doesn't mention "purines" anywhere. But, as trained test-takers, we know not to panic if something like this happens, because we know the SAT must provide all the necessary information to answer a Reading question with no interpretation on our part. We might notice the prompt says the answer is "based on the table and passage;" sure enough, if we look in the passage, we see that "adenine and guanine—are purines" (7), which means the correct answer will reflect the percentages of adenine and guanine in yeast according to the table. As trained test-takers, we should also notice that the answer choices contain most possible combinations of two numbers from the row of data that relates to yeast in the table, which clearly indicates the College Board is hoping we'll either misread the table, or misread which bases are purines. When we notice this kind of trap being set, we should be reminded to make sure we read extremely carefully!

Test 1, Question 29

TYPE: FIGURE

The next question is a "best evidence" question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See "Is there a 'best evidence' shortcut?" on page 72 for more.

① The prompt refers to a graph/table/diagram/etc.; carefully note all labels, keys, units, and any other explanatory details. The answer must directly restate some part of the data and/or text. See "Reading Graphs, Charts, Tables, and Other Figures" on p.44.

- A ✓ Correct:** The passage says in lines 34-35 that the only possible base pairs are "adenine with thymine, and guanine with cytosine." This fits with the information in the table, because the percentages for adenine and thymine for any given organism are very close, and the percentages of guanine and cytosine for any given organism are very close. For example, for a chicken, adenine and thymine are 28.0% and 28.4% respectively, while guanine and cytosine are 22.0% and 21.6% respectively. This pattern holds true for all the data, which makes this choice correct.
- B Confused Relationships:** The data do support the "authors' proposed pairings of bases in DNA," but not for the reason described in this answer choice. As discussed in the explanation for choice (A), the percentages of adenine and thymine are close to each other, as well as the percentages of guanine and cytosine; the percentages of adenine and guanine are NOT close to each other, nor are the percentages of cytosine and thymine.
- C Direct Contradiction:** The fact that "the percentage of adenine is closest to the percentage of thymine, and the percentage of guanine is closest to the percentage of cytosine" is true...but it's proof that the data *do* support the "authors' proposed pairings of bases in DNA." The passage says in lines 34-35 that the only possible base pairs are "adenine with thymine, and guanine with cytosine," so, if the authors' argument is correct, we'd expect the percentages of adenine and thymine to be close to each other, and the percentages of guanine and cytosine to be close to each other, just as they are.
- D Confused Relationships:** (D) is wrong for two reasons: the data do support the "authors' proposed pairings of bases in DNA," and the statements about adenine, guanine, cytosine, and thymine in (D) don't reflect the table. See the explanation of (A) above for more details.

**Note** Many untrained test-takers will be intimidated by this question because the choices each take up 4 lines of text, which will make a lot of people think they need to keep 16 different lines of text in their memories in order to compare the choices and pick the best one. But, as trained test-takers, we should recognize that the choices only differ in two ways: whether they start with "yes" or "no," and whether they pair adenine with thymine or guanine (and cytosine with guanine or thymine). Once we recognize that those are the only differences among the choices, we have a much easier time identifying which combination of those options is correct. (Of course, the high degree of similarity among the choices should also remind us to be even more precise in our reading, because we see that the College Board is trying to set us up to misread some small detail in the choices and pick the wrong one.)

Test 1, Question 30

TYPE: FIGURE / BEST EVIDENCE

① The prompt refers to a graph/table/diagram/etc.; carefully note all labels, keys, units, and any other explanatory details. The answer must directly restate some part of the data and/or text. See "Reading Graphs, Charts, Tables, and Other Figures" on p.44. The answer must restate or demonstrate the relevant statement. See "What about 'Best Evidence' Questions?" on page 72.

- A ✓ Correct:** The answer to question 29 said that percentages of adenine and thymine should be closest to each other, and percentages of guanine and cytosine should be closest to each other. These are the percentages from the table for cytosine and guanine, respectively, in sea urchin DNA, and they're close to each other, so they support the answer to 29.
- B Confused Relationships:** The answer to question 29 said that percentages of adenine and thymine should be closest to each other, and the percentages of guanine and cytosine should be closest to each other. These are the percentages from the table for cytosine and thymine in sea urchin DNA, so they don't give us enough information to support the correct answer to 29.
- C Confused Relationships:** The answer to question 29 said the percentages of adenine and thymine should be closest to each other, and the percentages of guanine and cytosine should be closest to each other. These are the percentages from the table for cytosine and adenine in sea urchin DNA, so they don't give us enough information to support the correct answer to 29.

- D Confused Relationships:** The answer to question 29 said that percentages of adenine and thymine should be closest to each other, and the percentages of guanine and cytosine should be closest to each other. These are the percentages from the table for guanine and adenine in sea urchin DNA, so they don't give us enough information to support the right answer to question 29.

**Note** One easy way to attack this question (or to check it) is to realize that the previous question depends on the idea of certain pairs of bases appearing in roughly equal amounts, and the correct answer to this question is the only choice that includes two numbers that are roughly equal.

Test 1, Question 31

TYPE: FIGURE

**1** The prompt refers to a graph/table/diagram/etc.; carefully note all labels, keys, units, and any other explanatory details. The answer must directly restate some part of the data and/or text. See "Reading Graphs, Charts, Tables, and Other Figures" on p.44.

Subjective Phrases to Ignore: "most"

- A Direct Contradiction:** When we look at the table, we can see in the column labeled "adenine (%)" that the percentage of adenine in each organism's DNA varies from 26.8% to 33.2%, so we know the percentage varies, and (A) can't be correct.
- B Direct Contradiction:** This choice is wrong for the same basic reason that (A) is wrong.
- C Barely Relevant:** When we look at the table, we can see in the column labeled "adenine (%)" that the percentage of adenine in each organism's DNA varies from 26.8% to 33.2%, so we know that the percentage varies. But the cited text doesn't explain why the percentage should vary—that text only says that when adenine appears on one chain, its partner must be thymine. This doesn't tell us how much total adenine can appear in the entire chain.
- D ✓ Correct:** When we look at the table, we can see in the column labeled "adenine (%)" that the percentage of adenine in each organism's DNA varies from 26.8% to 33.2%, so we know that the percentage varies. The cited text is directly relevant to this variation because it says that "many different permutations are possible," and looking at the previous sentence shows us that these "permutations" are the "sequence of the pairs of bases." Since the passage tells us there are many different ways to create a sequence of pairs of bases in DNA, we know that the amount of a particular nitrogenous base can vary from one organism to another.

Test 1, Question 32

TYPE: DESCRIBE THE PASSAGE

**1** The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72

Subjective Phrases to Ignore: "main"

- A Literary Interpretation:** The author describes things like "the procession of the sons of educated men" (10-11) and the fact that "the daughters of educated men have always done their thinking from hand to mouth" (64-66), but the passage never actually refers to anything as a "tradition" (or a "custom," a "habit, or any other equivalent word). Since the author never really mentions a tradition, she can't possibly be "emphasizing" the "value" of a tradition, as this choice would require.
- B ✓ Correct:** The word "urgency" in this answer choice specifically restates the passage's statements that "we are pressed for time" (7-8) and that the audience has "very little time in which to answer" "very important questions" (48-49), and that "the moment is short" (57). The word "issue" in the answer choice refers to the "questions that we have to ask and answer" (50), which "are so important...that they may well change the lives of all men and women forever" (51-53). So we can see that this answer choice directly restates key portions of the passage, which means it must be correct.
- C Reasonable Statement Not in the Text:** Many untrained test-takers who read this passage will mentally associate the subject matter with the ideas of discrimination and social inequality, but, as trained test-takers, we know that we have to confine our thinking to the words and phrases that are directly in the text. (C) uses the plural word "divisions," but there's only one division that's even alluded to in the passage, and it isn't presented as an issue of social classes or economic standing, but one of gender: the difference between the educational and professional opportunities for men and women. Further, the author doesn't use any phrases that "highlight...severity," as (C) would require: she never says anything like "and to make this injustice even worse..." or "this discrimination seems even sharper when we consider..."
- D Off by One or Two Words:** The "undertaking" mentioned in the answer choice could refer to the idea of "join[ing] the procession" from lines 54-57: "do we wish to join that procession, or don't we? On what terms shall we join that procession? Above all, where is it leading us, the procession of educated men?" But the word "feasibility" in the choice refers to whether something can actually be done, and the author never asks anything like "can we do this?" or "is this possible?" Instead, she asks whether "we wish" (54) to do something. Since the word "feasibility" isn't restated in the passage, (D) must be wrong.

Test 1, Question 33

TYPE: DESCRIBE THE PASSAGE

**1** The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72



## Subjective Phrases to Ignore: “central”

- A ✓ Correct:** This choice restates the passage because the phrase “educated women” in the answer choice refers to an idea that appears throughout the passage. The author mentions “the procession of the sons of educated men...who have been educated at public schools and universities” (10-13); later, she says, “there...at the tail end of the procession, we go ourselves” (23-24). So the author has established that she’s talking about women being educated at universities when she talks about women joining the procession. The phrase “face a decision” in the answer choice directly restates the portion of the passage in which the author asks her readers to decide whether “we wish to join that procession, or don’t we? On what terms shall we join that procession? Above all, where is it leading us, the procession of educated men?” (54-57). The phrase “existing institutions” in (A) is a direct reference to the ideas of attending universities, speaking from a pulpit, joining the military, administering justice, and so on, from lines 30-42. Since every part of (A) is directly paralleled in the text, it’s right.
- B Reasonable Statement Not in the Text:** Some untrained test-takers will consider marking (B) because it seems historically plausible to them, and because some parts of the choice do reflect concepts in the passage. The text does mention the idea of women eventually having “positions of influence” (for example, it says they “may...speak from a pulpit” (33-34) or “dress in military uniform” (37-38) in a century or two). The text also mentions women in more traditional roles (“stir[ring] the pot” and “rock[ing] the cradle” (68-69), for example). But the text never says that the “only” way to have influence is to abandon traditional roles, so this choice must be wrong.
- C Reasonable Statement Not in the Text:** Many untrained test-takers will simply assume that this answer choice is historically true, or at least that it would have seemed true to the author, without noticing that the choice isn’t actually restated or demonstrated in the text, which means it must be wrong. The author never actually describes anything that could be called a “grave” or “continuing” effect of men having power, as (C) requires—in fact, the effects that she talks about are the possible future effects of women having power (“where...is it leading us, the procession of the sons of educated men?” (81-83)).
- D Reasonable Statement Not in the Text:** Just as with (C), many untrained test-takers will assume that the concepts in this answer choice are true without noticing that the choice, on the whole, doesn’t actually restate an idea from the passage, even if portions of the choice are similar to concepts mentioned in the passage. The text does describe the idea of “educated women” getting into “positions of power traditionally held by men,” as (D) mentions (“we too can leave the house,...make money, administer justice...” (29-32)). And the text does say that some “questions...during this moment...may well change the lives of all men and women for ever” (50-53), which indicates a possible transformation of some kind. But the text never specifically says that the *positions themselves* will be transformed; it only says that people’s lives in general *may well* be transformed. In other words, the text doesn’t say that the job of being a businessperson or a judge will be different, only that women will do those jobs in addition to men doing them.

Test 1, Question 34

TYPE: PURPOSE OF CITED TEXT

- 1** The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See “What about “Purpose” Questions?” on p. 74.

## Subjective Phrases to Ignore: “mainly”

- A Reasonable Statement Not in the Text:** Untrained test-takers might assume that a lot of women who are in the same situation together, as described in the explanation for choice (C), would eventually become friendly with one another—and that may well be the case, for all we know from the passage. But the author never actually says anything in the text about growing friendliness, as this answer choice would require. In order for (A) to be right, the text would need to say something like, “we used to be isolated from one another, but now we are increasingly joining together in friendship;” in other words, the text would have to describe some amount of friendliness among the women existing at one point, and then more friendliness existing among the women at a later point. None of that appears in the text.
- B Reasonable Statement Not in the Text:** Untrained test-takers might assume it would be important for the women in the passage to be candid—that is, honest—with one another. But the author never discusses this idea, so (B) is wrong.
- C ✓ Correct:** Many untrained test-takers may assume that this choice can only be correct if we apply the kind of literary interpretation to the text that would be welcome in a literature class—in other words, if we take exactly the approach that I teach you to *avoid at all costs* when it comes to the SAT! But the correct answer to this question still depends on a literal and objective approach, just like the correct answer to every other question on the SAT. The word “solidarity” refers to a sense of togetherness; the pronoun “we” demonstrates that the speaker is including a set of people in the same group as herself—in other words, that the speaker and her audience are together when it comes to making the decisions in the text. Since the use of the pronoun “we” demonstrates the idea in (C) in a literal way, (C) is right.
- D Reasonable Statement Not in the Text:** An untrained test-taker might imagine that it would be helpful for the women in the passage to respect each other, but the author never actually says anything about respect when she uses the word “we,” so (D) must be wrong. The author does use the word “Madam” (62), and some untrained test-takers might think that’s enough to make (D)



correct. But the prompt doesn't ask us about the use of the word "Madam," so the role of that word in the text is irrelevant to the question! There's nothing connecting the word "we" to the idea of respect, so (D) must be wrong.

Test 1, Question 35

TYPE: DESCRIBE THE PASSAGE

① *The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72*

- A **Direct Contradiction:** The author specifically says the bridge shouldn't be used for "dreaming" (7) with the sentence "But not now" (7-8). So she doesn't want to use the bridge as a place for "fanciful reflection," which is a synonym for the idea of dreaming in the context of the passage. (A) was probably included to trap people who remembered reading something about reflecting on the bridge, but who failed to go back and re-check the text before marking an answer.
- B ✓ **Correct:** The author says the bridge is "an admirable vantage ground for us to make a survey" (2-3); the phrase "good view" in (B) is a direct restatement of the phrase "admirable vantage point" from the text. She goes on to say "we are here [at the bridge] to consider facts; now we must fix our eyes upon the procession—the procession of the sons of educated men" (8-11). So she says the bridge is a good place to see something, and now that we're here on the bridge, we need to "fix our eyes on the procession...of the sons of educated men." Again, (B) is a word-for-word restatement of the text, so it's right.
- C **Reasonable Statement Not in the Text:** The author mentions that "Westminster and the Houses of Parliament" (6) are nearby, and an untrained test-taker might imagine that "historic episodes" have taken place at these locations—but the passage doesn't mention any historic episodes, so we know that this choice must be wrong.
- D **Literary Interpretation:** This might seem like the kind of thing that a Literature professor would happily accept from a student, but a trained test-taker can easily see that this choice doesn't restate the passage at all: the author never says that the bridge is a symbol, or a metaphor, or any other kind of abstract concept.

Test 1, Question 36

TYPE: DESCRIBE THE PASSAGE

*The next question is a "best evidence" question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See "Is there a 'best evidence' shortcut?" on page 72 for more.*

① *The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72*

- A **Barely Relevant:** The author does say something has changed about the procession in recent years, as described below for (D). But she doesn't say anything about the "practical influence" of this procession, so (A) must be wrong.
- B **Barely Relevant:** The word "pageant" (26) might make some untrained test-takers interpret the procession as a "celebration" or a "public" event of some kind, as (B) would require, but nothing in the text actually states that this procession is a "celebrated feature of English public life," so (B) must be wrong.
- C **Off by One or Two Words:** The text describes the men in this procession as the ones who are "ascending those pulpits, preaching, teaching, administering justice, practising [sic] medicine, transacting business, making money" (15-17), which indicates that they seem to have some amount of power and money—but this isn't the same thing as specifically calling them "the richest and most powerful men in England." As trained test-takers, we know that we can't pick an answer choice that mentions "the richest and most powerful men in England" unless the text specifically says something like "no man in England has more money or influence than these men."
- D ✓ **Correct:** In describing the procession, the author says, "for the past twenty years or so,...there...we go ourselves" (19-24). If the procession was once just "the sons of educated men" (10-11), but "for the past twenty years or so" women are also in the procession, then the procession must have become less exclusive, because it now includes more types of people. So (D) is clearly demonstrated in the text.

Test 1, Question 37

TYPE: BEST EVIDENCE

① *The answer must restate or demonstrate the relevant statement. See "What about 'Best Evidence' Questions?" on page 72.*

Subjective Phrases to Ignore: "best"

- A **Confused Relationships:** This may appear to support choice (C) in the previous question, but the fact that these men have some power and money isn't necessarily the same thing as calling them "the richest and most powerful men in England," so (C) isn't the answer to the previous question, and this choice must be wrong.
- B **Barely Relevant:** This text isn't really relevant to any answer choice from the previous question.
- C ✓ **Correct:** This text demonstrates the exact concept from the right answer to question 36, as we just saw in that walkthrough.
- D **Literary Interpretation:** This text may seem to support the correct answer from the previous question, because it describes women doing jobs that used to be only available to men, which seems to be vaguely related to the idea of women joining the procession of educated men. But, as trained test-takers, we always need to think in terms of details, and the previous question asks

about the *procession* itself, not about jobs that women might do someday. So this choice doesn't provide evidence that's directly relevant to the correct answer to the previous question, which makes it wrong.

Test 1, Question 38

TYPE: CITATION QUESTION

The next question is a "best evidence" question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See "Is there a 'best evidence' shortcut?" on page 72 for more.

- ① The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.
- A **Barely Relevant:** In order for the questions to be "controversial," there would have to be some statement to the effect that at least two sides had strongly differing opinions about the questions, but that isn't in the text. To be "threatening," there would have to be evidence that the questions make people think they're in danger, but that doesn't appear in the text either.
  - B **Off by One or Two Words:** The text clearly describes the questions as "weighty," because the author says they are "very important" (48), which means the same thing as "weighty." But the text doesn't say these questions are unanswerable—in fact, the author specifically refers to them as "questions that we have to ask and to answer" (50), so there's truly no basis in the text for saying the author thinks they can't be answered. Since part of (B) doesn't restate the passage, (B) is wrong.
  - C ✓ **Correct:** The author says the questions are "very important" (48), which means the same thing as "momentous," and that "we have very little time in which to answer them" (48-49), which is the same thing as saying they are "pressing." Since this answer choice directly restates the text, it must be correct.
  - D **Barely Relevant:** In order for the questions to be "provocative" for SAT purposes, there would have to be a statement in the text saying that they provoke strong reactions from people, but that isn't in the text. In order for them to be "mysterious," there would have to be some kind of question or mystery about what the questions are or what they mean, but that doesn't appear in the text either.

Test 1, Question 39

TYPE: BEST EVIDENCE

① The answer must restate or demonstrate the relevant statement. See "What about 'Best Evidence' Questions?" on page 72.

Subjective Phrases to Ignore: "best"

- A **Literary Interpretation:** This text just explains that the women are "on the bridge" to ask themselves "certain questions." The text doesn't say anything about the nature of those questions, so it can't contain the textual evidence for any of the answer choices in the previous question, which means it has to be wrong.
- B ✓ **Correct:** As discussed in the walkthrough for question 38, this text restates the right answer to that question.
- C **Literary Interpretation:** This text restates the idea that the questions are "pressing," but it doesn't restate the idea that they are "momentous," which means it doesn't provide evidence of every part of the right answer to the question 38, so it's wrong.
- D **Barely Relevant:** This text isn't really relevant to the correct answer from 38, or to any answer choice from that question.

Test 1, Question 40

TYPE: CITATION QUESTION

① The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.

Subjective Phrases to Ignore: "most closely"

- A **Barely Relevant:** There isn't anything in the text to support the idea that the "sixpence" represents "tolerance." (A) was probably included because the College Board hopes that some untrained test-takers will simply assume that an author who endorses educational equality for women will also generally endorse tolerance, but trained test-takers know the correct answer needs to be restated or demonstrated by the relevant text.
- B **Confused Relationships:** The author refers to the sixpence as "brand-new;" this is a direct statement that women have not always had the "sixpence," whatever the sixpence is. But the author never says that "knowledge" is something new for women to have, as (B) would require. So the sixpence must not represent knowledge. (This choice might still be tempting for some untrained test-takers because the text does say that women are now "at the tail end of the procession [of the sons of educated men]" (23-24); that is, women are now being "educated at public schools and universities" (13). So we're told that women have access to more *education* than they previously did—but the text never explicitly says education and knowledge are the same thing! If we think carefully about the meanings of "education" and "knowledge," we see that they describe different things, even if those things might be related: while many educated people do acquire knowledge, it's possible to go through the process of education without gaining knowledge, and it's possible to have knowledge without having been educated.)
- C ✓ **Correct:** In lines 70 and 71, the author says that women have a "brand-new sixpence," and that "it falls to us now to go on thinking; how are we to spend that sixpence?" Lines 71-76 then describe different situations in which women should keep thinking about how "to spend that sixpence," including "taking part in" "ceremonies" and "making money out of" "professions." Earlier, in lines 12-17, the author had referred to professions as things that men had always done. Then, in lines 30-32, the author

indicated that women “no longer” had to watch from inside the home as men work; women can now “leave the house” and “make money.” In short, the “sixpence” of these opportunities is “brand-new,” and (C) is the only choice that mentions something else that the author says is new for women. Further, the different ways “to spend that sixpence” are all chances to do different things, and a chance to do something is an “opportunity,” as this choice requires.

- D **Barely Relevant:** There’s nothing in the text to support the idea that the “sixpence” represents “perspective.” The only mention of something like perspective occurs in the description of the “vantage” in line 2, but the author never says anything to indicate the vantage and the sixpence are connected in her mind—the vantage is never described as new, like the sixpence, nor is the vantage mentioned in connection with the sixpence. So this choice must be wrong.

**Note** It might seem tempting to think of this question as a “most nearly means” question, but I’ve classified it differently for two reasons. The most important one is that the prompt doesn’t include the phrase “most nearly means.” But it’s also worth noting that none of the choices can be plugged directly into the passage without altering the meaning of the original text, as we can do with the right answer to a “most nearly means” question. (The reason for this is that the author is using “sixpence” in a metaphorical or figurative way, while “most nearly means” questions are based on words that are used literally.) But we still use the same process of careful, literal reading to find the answer, regardless of question type, and the right answer is still the only one that’s directly, literally restated and/or demonstrated in the text! Keep this kind of thing in mind on test day. It doesn’t really matter how you classify a question when you first see it; all that matters is that you stick to the game plan of reading literally and thinking very carefully about what the text says, without considering things that you think the author might be trying to imply. Also note that we were still able to answer this question with this literal-minded approach, even though the specific term mentioned in the prompt is being used figuratively in the passage—in other words, the author isn’t literally referring to money when she uses the word “sixpence,” but the right answer is still the only one that’s demonstrated literally in the text.

Test 1, Question 41

TYPE: CITATION QUESTION

① *The question includes a citation from the text. The answer must be directly restated or demonstrated in the cited text, or in the text closely surrounding the cited text. See the general process for answering SAT Reading questions on p. 71.*

Subjective Phrases to Ignore: “mainly”

- A **Reasonable Statement Not in the Text:** We know that the author thinks something “novel” is happening, because she refers to the “brand-new sixpence” that we discussed in answering the previous question, and “novel” is a synonym for “new.” But we know from lines 63–70 that the author says women have always thought in the past, so the list of places to think in lines 72–76 can’t reflect something novel, which means (A) is wrong.
- B ✓ **Correct:** The author mentions many different settings where women need to think (“offices,” “omnibuses,” “standing in the crowd watching Coronations and Lord Mayor’s Shows,” “the gallery of the House of Commons,” “the Law Courts,” “at baptisms and marriages and funerals” (72–76)), and then says women must “never cease from thinking.” The phrase “critical reflection” in (B) is a direct restatement of the idea of “thinking” from the text; the word “pervasive” in (B) refers to the idea of spreading to many places, which is demonstrated by the author’s list of all the places where thinking needs to happen.
- C **Reasonable Statement Not in the Text:** An untrained test-taker might assume that the author believes the issues of the day are complex, but the author never actually says anything about complexity, sophistication, or any other word with a similar meaning. As trained test-takers, we realize that (C) isn’t restating anything from the text, which means it has to be wrong.
- D **Reasonable Statement Not in the Text:** Many untrained test-takers might assume the author thinks women would enjoy new opportunities, but the cited text doesn’t actually say anything about “enjoy[ment],” as (D) would require, so it’s wrong.

**Note** The prompt for this question cites a sentence whose punctuation would be considered strange by today’s standards, but it’s still pretty easy to understand the writer’s meaning if we ignore the strangeness of the punctuation and focus on the words themselves. Keep this kind of thing in mind on test day when you’re confronted by older passages with strange punctuation.

Test 1, Question 42

TYPE: PURPOSE OF CITED TEXT

① *The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See “What about “Purpose” Questions?” on p. 74.*

Subjective Phrases to Ignore: “primarily”

- A **Reasonable Statement Not in the Text:** An untrained test-taker might assume that mining in space would require advances in technology, but the idea of technological advancements isn’t explicitly discussed in or around lines 9–17. (For example, the text doesn’t specifically say one company’s “prospecting telescopes” (12) are an advancement over existing technology, nor that those telescopes are necessary for space-mining; the same issue exists with the other technology mentioned.)

- B ✓ Correct:** The citation begins with the phrase “the forum;” as trained test-takers, we know that we need to figure out which forum is being mentioned. We see that the phrase refers to the “first-of-its-kind forum on mining beyond Earth” (2-3). The phrase “first-of-its-kind” indicates that there was never a forum on space mining before; since we know from the passage that there was one recently, we know that interest in space mining must be growing (from a level of zero interest at one point, to some interest at this point). After this forum appears in the citation, we see a mention of three companies created in 2012 (“Planetary Resources” (11), “Deep Space Industries” (13), and “Golden Spike” (16)) that are all connected to space-mining. These three companies related to space mining are clearly “evidence of...interest in space mining” mentioned in (B); the fact that the companies are new is evidence that the interest is “growing,” which is also required by (B). Since every part of (B) points directly to something we see in the passage, we know it’s right.
- C Wrong Part of the Passage:** (C) might tempt some untrained test-takers because the text says that “the first space miners won’t just enrich themselves” (23-24). But there’s nothing in the citation that refers to anything in lines 23 and 24, and the fact that three space mining companies were created in 2012 (which is what appears in the citation) doesn’t specifically indicate that there are “large profits to be made from space mining”—in fact, the profits aren’t discussed at all in the citation.
- D Confused Relationships:** The cited text never mentions how many ways there are to mine things in space. For all we know from the citation, all three companies plan to use the same method of space mining. Since (D) isn’t restated or demonstrated by an idea from the citation, it can’t be correct.

Test 1, Question 43

TYPE: DESCRIBE THE PASSAGE

*The next question is a “best evidence” question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See “Is there a ‘best evidence’ shortcut?” on page 72 for more.*

- i** *The prompt often mentions describing the passage, and usually doesn’t include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there’s no citation. See “What about Questions Without Citations?” p. 72*
- A ✓ Correct:** The text mentions three space mining companies in the third paragraph, and then says “these firms may be meeting earthly demands for precious metals, such as platinum and gold, and the rare earth elements vital for personal electronics, such as yttrium and lanthanum” (18-22). The word “materials” in the choice restates the phrases “precious metals” (19) and “rare earth elements” (20); the phrase “important to Earth’s economy” in (A) restates the phrase “earthly demand,” as well as the idea of “vital[ity]” (20). Since this choice directly restates elements of Passage 1, it must be right.
- B Confused Relationships:** The text says that space mining firms “may be meeting earthly demands for precious metals, such as platinum and gold” (18-20), and the text does refer to the idea of “enrich[ment]” (24), which could involve the idea of a *person’s* or a *company’s* level of *wealth* rising. But the text doesn’t specifically say that anything will “raise the value” of *metals* “on Earth,” which is what the answer choice would require.
- C Off by One or Two Words:** An untrained test-taker might imagine that making space mining a reality would involve the creation of “unanticipated technological innovations” as (C) requires, but that specific idea doesn’t actually appear in Passage 1, so (C) can’t be correct. Passage 1 does discuss some technology that could be involved in space-mining (24-45), but there’s nothing in the text to restate or demonstrate the word “unanticipated”—if anything, the discussion demonstrates that the author is anticipating the technologies already.
- D Reasonable Statement Not in the Text:** An untrained test-taker might assume that scientific understanding of the resources involved in space-mining would evolve, but nothing in the text specifically states that. Since this answer choice doesn’t restate anything in the text, it can’t be correct.

Test 1, Question 44

TYPE: BEST EVIDENCE

**i** *The answer must restate or demonstrate the relevant statement. See “What about “Best Evidence” Questions?” on page 72.*

Subjective Phrases to Ignore: “best”

- A ✓ Correct:** As we discussed in the walkthrough for question 43, choice (A) in 43 restates the text in this choice.
- B Direct Contradiction:** If an untrained test-taker failed to read this text carefully, then this choice might appear to support the correct answer for the previous question. But that answer mentioned “Earth’s economy,” while this text discusses “an off-planet economy free of any bonds with Earth.”
- C Confused Relationships:** This choice might seem to support choice (D) from the previous question in the eyes of an untrained test-taker, but the idea that water from other worlds could be “the most desired commodity” in space isn’t specifically the same thing as saying that space-mining “could change scientists’ understanding of space resources.” If scientists are already saying that water could be a very valuable resource in space, then they already understand this about water—space mining isn’t being presented as something that would change that understanding. It would have been true to say that the same resources could have differing values depending on whether they’re on Earth or in space, but that isn’t what choice (D) from the previous question says, so that choice is wrong, and so is this one.

- D Confused Relationships:** Untrained test-takers could mistakenly conclude that this choice restates (D) from the previous question, but (as discussed in the explanation for (D) from the previous question) listing different ways that resources in space could be used isn't specifically the same thing as saying that space mining "could change scientists' understanding of space resources." That makes (D) wrong in the previous question, which means this choice has to be wrong.

Test 1, Question 45

TYPE: WORD MOST NEARLY MEANS

**i** The prompt includes the phrase "most nearly means" and the choices are usually one- or two-word phrases. The answer is either restated or demonstrated by an idea from the surrounding text. Remember you can work around unknown words, and be ready to guess/skip and focus on other questions if you don't know the words. See "What about 'Most Nearly Means' Questions?" on p.73.

**Subjective Phrases to Ignore: "most nearly"**

- A** ("Within a few decades, these firms may be meeting earthly offers for precious metals, such as platinum and gold...") **Direct Contradiction:** The passage doesn't say the earth is "offering" any precious metals, or that it could make sense for the firms to "meet" those "offers," which is what this choice would require. In fact, as the explanation for choice (D) shows, "demands" means something like "desires," which is essentially the opposite of "offers."
- B** ("Within a few decades, these firms may be meeting earthly claims for precious metals, such as platinum and gold...") **Confused Relationships:** (B) might be tempting to an untrained test-taker, because the idea of "claiming" something for yourself is kind of similar to the idea of "demanding" something, and because some test-takers may be familiar with the term "claim" in the context of mining and prospecting. But there isn't anything in the passage that actually says the Earth is "claiming" any precious metals, or that it could make sense for the firms to "meet" those "claims," as (B) would require.
- C** ("Within a few decades, these firms may be meeting earthly inquiries for precious metals, such as platinum and gold...") **Literary Interpretation:** (C) might tempt some untrained test-takers because an "inquiry" is kind of like a "demand" in some contexts: both can involve the idea of asking for or about something. But the text doesn't restate or demonstrate the idea of "inquiring" for precious metals, so (C) is wrong.
- D ✓** ("Within a few decades, these firms may be meeting earthly desires for precious metals, such as platinum and gold...") **Correct:** This is the only choice that's demonstrated by concepts from the cited sentence, such as the words "precious" (19) and "vital" (20), both of which have to do with the idea of being wanted, needed, or desired. So (D) is right.

Test 1, Question 46

TYPE: PURPOSE OF CITED TEXT

**i** The prompt asks about the purpose or role of a part of the text. The correct answer must be accurately restated or described by the relevant text, with no interpretation. See "What about 'Purpose' Questions?" on p.74.

- A Confused Relationships:** This choice might be tempting for an untrained test-taker because the previous paragraph does include a comparison between the worth of gold and water in the desert. But that comparison ends in the previous paragraph, and the cited text doesn't mention gold or deserts at all.
- B Confused Relationships:** This choice might tempt an untrained test-taker because the previous paragraph does ask a question about the relative worth of gold and water in the desert. But that question is answered in lines 33-34, which is before the citation in the prompt, and the author never says whether the answer to the question was something unexpected or not: "Gold is useless. Water will let you live." Since (B) doesn't restate what appears in the citation, it must be wrong.
- C ✓ Correct:** This answer choice restates exactly what happens in the citation. The "claim" in the "previous paragraph" that's referred to in the answer choice is expressed in this sentence: "water will let you live" (34). The "hypothetical examples" of this claim that are required by the answer choice appear in lines 35-40: "Water ice from the moon's poles could be sent to astronauts on the International Space Station for drinking or as a radiation shield" and "splitting water into oxygen and hydrogen makes spacecraft fuel." Since water can be used for drinking, or for a shield, or to make fuel, we see that it would hypothetically help people in space to live, which supports the claim in the previous paragraph. So (C) is right.
- D Off by One or Two Words:** This paragraph does discuss ways that water could be used in space, which is relevant to the concepts from the previous paragraph, as we just saw in our discussion of (C). But the previous paragraph doesn't make any kind of "proposal," which is what this answer choice would require, so this choice can't be correct.

Test 1, Question 47

TYPE: DESCRIBE THE PASSAGE

**i** The prompt often mentions describing the passage, and usually doesn't include a line citation. The answer must still be restated or demonstrated by some specific part of the text, even if there's no citation. See "What about Questions Without Citations?" p. 72

- A Confused Relationships:** Passage 2 says, "it may be difficult to persuade the public that such barren environments are worth preserving" (68-69). That means it could be hard to convince people to worry about environmental concerns in space—but this isn't the same thing as saying space mining will "encourage humanity's reckless treatment of the environment." Encouraging bad treatment of the environment means actively convincing or persuading people to damage the environment, which isn't what the authors describe.

- B ✓ **Correct:** The authors say, “space mining seems to sidestep most environmental concerns...But its consequences...merit careful consideration” (54-59). Saying that the consequences of space mining “merit careful consideration” is the same as saying the effect of space mining “should be thoughtfully considered,” so this choice is correct.
- C **Confused Relationships:** Passage 2 mentions “bringing celestial riches down to Earth” (48-49) and “mineral bounty” that “could enrich us all” (51-52). But it never says that these things “are disappearing on Earth,” as this choice would require.
- D **Direct Contradiction:** Passage 2 mentions “celestial riches” that “no doubt...will make a few billionaires even wealthier” (48), as well as “mineral bounty” (51) and “space’s riches” (64). The passage repeatedly connects the ideas of space and wealth, and never says anyone disagrees on the “commercial viability” of space mining.

Test 1, Question 48

TYPE: WORD MOST NEARLY MEANS

① The prompt includes the phrase “most nearly means” and the choices are usually one- or two-word phrases. The answer is either restated or demonstrated by an idea from the surrounding text. Remember you can work around unknown words, and be ready to guess/skip and focus on other questions if you don’t know the words. See “What about “Most Nearly Means” Questions?” on p.73.

Subjective Phrases to Ignore: “most nearly”

- A ✓ (“History suggests that those will be hard lines to maintain, and it may be difficult to persuade the public that such barren environments are worth preserving.”) **Correct:** As trained test-takers, we know that we need to understand what the phrase “those...lines” (67) is referring to, since “those...lines” are the things being “held” in the citation from the prompt. We also know that we sometimes need to read the line or two before and after a citation to get some indication of what the citation means. So we’ll look back at the previous sentence or two in order to see what the sentence in the citation is talking about, and we’ll also look at the rest of the cited sentence. When we look back, we see that “some will argue that space’s ‘magnificent desolation’ is not ours to despoil, just as they argue that our own planet’s poles should remain pristine” (60-63), and “others will suggest that glutting ourselves on space’s riches is not an acceptable alternative to developing more sustainable ways of earthly life” (63-66). These two ideas—the argu[ment] and suggest[ion]—seem like they might be “those...lines” mentioned in the cited text. When we look forward from the cited text and read the rest of the sentence after the word “hold,” we see this: “and it may be difficult to persuade the public that such barren environments are worth preserving” (68-69). So the two ideas from the previous sentences are about protecting the environment in space, and the cited sentence says it will be hard to “persuade” people “that such barren environments are worth preserving.” At this point, we start to see that the idea of it being “difficult” to “persuade” people about “preserv[ation]” is a direct parallel or restatement of the idea that it will be “hard” to “hold” the “lines” about preservation from the previous paragraph. So we can now see that the right answer will be a word that can have the same meaning as the word “persuade” in the context of the sentence. (A) works for this reason: the idea of “maintain[ing]” a line or “maintain[ing]” a position can refer to the idea of putting forth an argument or continuing to believe and support something in the face of opposition or disagreement.
- B (“History suggests that those will be hard lines to grip, and it may be difficult to persuade the public that such barren environments are worth preserving.”) **Reasonable Statement Not in the Text:** In another context, “grip” and “hold” could both describe physically grasping something. But the text doesn’t restate or demonstrate that idea, so (B) can’t be right.
- C (“History suggests that those will be hard lines to restrain, and it may be difficult to persuade the public that such barren environments are worth preserving.”) **Reasonable Statement Not in the Text:** In another context, “restrain” and “hold” could both describe physically stopping someone from doing something, but the passage doesn’t restate or demonstrate that idea, so this answer can’t be correct.
- D (“History suggests that those will be hard lines to withstand, and it may be difficult to persuade the public that such barren environments are worth preserving.”) **Direct Contradiction:** Inserting the word “withstand” where the word “hold” appears might give the impression that the authors are suggesting we fight back against the ideas from the previous paragraph, but the rest of the text indicates that the authors are discussing the likelihood of being able to “persuade the public” of the ideas in the previous paragraph, rather than the likelihood of having to fight against those ideas, as (D) might require.

Test 1, Question 49

TYPE: PAIRED PASSAGES

① The prompt also asks how someone would respond to a claim or argument. The correct answer restates a position that’s already stated in the passage. See “What about Paired Passages?” on p.76.

Subjective Phrases to Ignore: “best”

- A **Barely Relevant:** The central claim of Passage 1 is that space mining companies soon “may be meeting earthly demands for precious metals ... and [some] rare earth elements” (18-20), and that they will even “build an off-planet economy free of any bonds with Earth, in which the materials extracted and processed from the moon and asteroids are delivered for space-based projects” (25-28). Passage 2 cautions that the consequences of space mining “merit careful consideration” (57-59). In order for Passage 2 to refute Passage 1, it would have to be the case that Passage 2 contained statements that specifically contradicted statements from Passage 1. In this case, that would mean that Passage 2 would have to say that the kinds of mining projects and

economies described in Passage 1 weren't going to happen in the first place, since Passage 1 says they *will* happen. Since Passage 2 never directly contradicts a statement in Passage 1, we know this choice is wrong.

- B Barely Relevant:** The only concrete example or illustration in Passage 2 is a discussion of a situation in which potential space-miners would not want to be regulated (79-83)...but this example doesn't "illustrate" anything that was discussed in Passage 1, as (B) requires! Passage 1 describes some potential directions for space mining and the engineering problems surrounding it, but Passage 1 never specifically indicates that space-mining companies don't want to be regulated.
- C Barely Relevant:** Passage 2 doesn't argue against the practicality of any proposals from Passage 1, so this choice is wrong. In fact, Passage 1 doesn't actually make any proposals in the first place—it simply discusses the emergence of space mining, and what might come of that. (In order to propose something, as (C) requires, Passage 1 would need to say something like "space-mining companies should aggressively pursue these new opportunities," but there's no such statement in the passage.)
- D ✓ Correct:** The author of Passage 1 writes about different groups "working to make space mining a reality" (8), and then discusses the possible results of space mining, like acquiring "precious metals" (19) and "rare earth elements" (20), and the creation of "an off-planet economy" (25); these could all be called "developments," as the answer choice requires. The authors of Passage 2 then caution that the "consequences" of space mining "merit careful consideration" (57-59), and go on to discuss the possibility that "claims will be disputed, investments risky, and the gains made insecure" (85-87); the word "reservations" indicates that the authors of Passage 2 aren't sure that the developments will be positive, and "reservations" in the answer choice is certainly a literal description of Passage 2's statements about "dispute[s]," "risk[s]," "insecur[ities]," and other possibly negative "consequences" that need to be "careful[ly] consider[ed]" according to the authors. As trained test-takers, we can tell that every word of (D) is directly restated or demonstrated in the two passages, so (D) is right.

Test 1, Question 50

TYPE: PAIRED PASSAGES

The next question is a "best evidence" question referring back to this question; you may choose to consider the citations in the choices for the next question when answering this one if you want. See "Is there a 'best evidence' shortcut?" on page 72 for more.

① The prompt also asks how someone would respond to a claim or argument. The correct answer restates a position that's already stated in the passage. See "What about Paired Passages?" on p.76.

Subjective Phrases to Ignore: "most likely"

- A Barely Relevant:** The authors of Passage 2 don't reach any conclusions about the "sustainable use of space resources" described in this answer choice; instead, they say that "questions of...[space] stewardship have barely been broached" (76-77), meaning that people haven't even really started asking those questions, let alone figuring out answers to them (note that "stewardship" is the idea of using resources "sustainabl[y]," which is our indication that lines 76-77 are relevant to the answer choice.) This means that the authors of Passage 2 believe we don't know yet what would be consistent, or inconsistent, "with the sustainable use of space resources." Since this choice doesn't reflect what appears in Passage 2, it must be wrong.
- B ✓ Correct:** As trained test-takers, we know that we need to find the portion of Passage 2 that addresses the ideas in lines 18-28 directly, instead of trying to guess what the authors of Passage 2 might say if the authors of these passages ever met, which is what an untrained test-taker would do. Lines 18-28 make it clear that the author of Passage 1 expects space-mining to include the acquisition of "precious metals" and "rare earth elements" and the establishment of "an-off planet economy." We see that the part of Passage 2 that addresses the "off-world economy" is around line 73, and continues to the end of that passage. The second to last paragraph mentions the "off-world economy" (73), then mentions resources that are valuable in orbit and says that "questions of their stewardship have barely been broached—and the...regulatory framework...is fragmentary..." (76-78). The next paragraph mentions "such questions," which lets us know that this paragraph is still discussing the questions from the previous paragraph. The next sentence mentions that one speaker thinks "regulation should be avoided" (83)—that is, the regulation of the off-world economy discussed in this paragraph and the previous paragraph. The following sentence says "but miners have much to gain from a broad agreement on the for-profit exploitation of space" (83-85). The word "but" lets us know the idea after "but" is somehow opposed to what was discussed immediately before the word "but." In other words, the idea of the benefits of a "broad agreement" are opposed to the idea of wanting to "avoid" "regulation," so we can conclude that "broad agreement" refers to the idea of "regulation." Finally, the next sentence says that without "consensus" (85) (which means the same thing as "broad agreement" (84), which in turn refers to the idea of "regulation" (83) of the "off-world economy" (73)) "claims will be disputed, investments risky, and the gains made insecure" (85-87). So the author of Passage 2 says the off-world economy described in Passage 1 will be hard to achieve—there will be "dispute[s],...risk[s],...and...insecur[ity]" (85-87)—without "consensus," or regulation. We can see now that every phrase in (B) is directly restated or demonstrated in Passage 2.
- C Reasonable Statement not in the Text / Wrong Part of the Passage:** A lot of untrained test-takers will pick this choice. For one thing, an untrained test-taker might imagine that the vision of space mining expressed in lines 18-28 would, indeed, require "technologies that do not yet exist," as (C) describes. Further, the author of Passage 1 uses phrases like "may be" (18), "hope" (24), "in this scenario" (29), "could become" (30), "could be sent" (35), and "could be used" (42-43), all of which indicate that the



technologies discussed in the passage might not exist yet. But the prompt asked us what the authors of *Passage 2* would say, and the authors of *Passage 2* never say anything about whether space-mining technology already exists!

- D **Direct Contradiction:** The authors of *Passage 2* specifically say that “we all stand to gain: the mineral bounty and spin-off technologies could enrich us all” (50-52). They also say that “it is in all of our long-term interests to seek” a “consensus” on the regulation of space mining. They never indicate that space mining will affect Earth’s economy in a negative way.

Test 1, Question 51

TYPE: BEST EVIDENCE

1 The answer must restate or demonstrate the relevant statement. See “What about ‘Best Evidence’ Questions?” on page 72.

- A **Confused Relationships:** This citation may seem to support (A) from question 50, but the text doesn’t say that space mining will “despoil” (62) space; instead, it just says we *shouldn’t* despoil space. Choice (A) in question 50 would only have been correct if *Passage 2* had stated conclusively that future space-mining would definitely result in an unsustainable use of space resources.
- B **Barely Relevant:** This citation talks about the difference between the values of “resources...in orbit” (74) and resources “we prize on Earth” (75-76), but none of the choices in question 50 talk about that difference, so (B) can’t be right.
- C **Confused Relationships:** To an untrained test-taker who doesn’t read carefully, this citation may seem to contradict the correct answer from the previous question, because the citation describes a miner who wants mining not to be regulated. But the previous question asks what *the authors of Passage 2 think*, not what “one speaker” at a forum thinks. As we saw in our discussion of choice (B) for the previous question, the citation in this answer choice is part of the chain of ideas that helps us determine the correct answer to that question—but this citation, by itself, doesn’t say anything that’s restated in the correct answer to that question, so it’s not the correct answer to this question.
- D ✓ **Correct:** As we discussed in the walkthrough for the previous question, this citation is the one that ultimately states the authors’ opinion, which is that the space-mining economy will be unlikely to succeed without regulations. (For a full explanation of how a trained test-taker knows that the word “consensus” in this citation is equivalent to the “regulations” mentioned in choice (B) of the previous question, see the walkthrough for that question.)

Test 1, Question 52

TYPE: PAIRED PASSAGES

1 The prompt also asks how someone would respond to a claim or argument. The correct answer restates a position that’s already stated in the passage. See “What about Paired Passages?” on p.76.

Subjective Phrases to Ignore: “implicit”

- A ✓ **Correct:** The author of *Passage 1* explicitly states, “water mined from other worlds could become the most desired commodity” (29-30). Notice that the words “could become” are an indication that water is not currently “the most desired commodity;” instead, water is something that might be more valuable when it’s “mined from other worlds.” In other words, the author of *Passage 1* uses “water mined from other worlds” as an example of a “resource that will be highly valued in space,” as the prompt describes, and the words “could become” (30) indicate that water isn’t currently that valuable, as this answer choice requires. Similarly, the authors of *Passage 2* state this idea when they say, “The resources that are valuable in orbit and beyond may be very different to those we prize on Earth” (74-76). Notice that the phrase “the resources that are valuable in orbit and beyond” from *Passage 2* is equivalent to the phrase “resources that will be highly valued in space” from the prompt, and the phrase “may be very different” in *Passage 2* is equivalent to the phrase “may be different resources” in this answer choice. For all of these reasons, we can see that this answer choice restates concepts that appear in both passages.
- B **Reasonable Statement Not in the Text:** Some untrained test-takers might assume that space-mining would only make sense economically if materials could be “harvested cheaply” in space, as this answer choice would require—but trained test-takers realize that neither passage says anything about whether mining in space would be “cheap” (or “inexpensive,” or any similar term). Since this choice doesn’t restate anything in either passage, it must be wrong.
- C **Confused Relationships:** *Passage 1* does say that there’s “earthly demand for precious metals” and “rare earth elements” (19-20) that could be mined in space, but it still never mentions the idea that these materials will be “highly valued in space,” as the prompt describes. Further, *Passage 2* never says anything about “precious metals and rare earth elements,” as this answer choice would require. Either of these problems by itself would be enough to make this choice wrong.
- D **Barely Relevant:** *Passage 1* mentions the idea of bringing things that are already “rare earth elements” (20) back from space, but this answer choice talks about things that aren’t currently rare on Earth “becom[ing] rare on Earth” (emphasis added). Neither passage discusses the possibility of things “becom[ing] rare on Earth,” so this choice can’t be correct.

**Note** Even though the prompt indicates that something in the correct answer will only be implicit in *Passage 1*, we were still able to read carefully and determine that *Passage 1* actually provides an *explicit* example of the concept in the correct answer choice, so that we could identify the right answer with 100% certainty, without using any kind of interpretation or subjectivity at all. As trained test-takers, we know that sticking to this standard of total objectivity is key to making an elite score on the SAT.