SAT PROGRAM HOMEWORK ASSIGNMENTS

YOUR HOMEWORK FOR EACH CHAPTER INCLUDES:

• three sets of practice problems
• essay exercises (if you are taking the optional essay section)

DIRECTIONS FOR COMPLETING HOMEWORK:

**STEP 1**  You will find Part 1 and the essay exercises on the following pages. **Use the answer sheet included with this problem set to record your answers for all three problem sets,** as well as your essay exercises.

Part 1 is designed to give you pacing practice, so be sure to adhere to the time limit indicated at the top of the problem set.

**STEP 2**  Once you complete Part 1, log back into your Customized Homework Path and enter your answers for scoring. Once you have done so, Part 2 will become available.

Part 2 is designed to give you targeted practice with the concepts and skills specific to that chapter. This problem set should not be timed.

**STEP 3**  Complete Part 2 and log into your Customized Homework Path and enter your answers for scoring. Once you have done so, Part 3 will become available.

Part 3 is designed to give you pacing practice, so be sure to adhere to the time limit indicated at the top of the problem set.

**STEP 4**  Complete Part 3 and log into your Customized Homework Path and enter your answers for scoring.

**STEP 5**  Complete the essay exercises your tutor assigns and have your answer sheet available to review with your tutor at your next lesson.

*Need help logging into your Customized Homework Path? Instructions can be found at the front of your SAT Manual.*
ANSWER SHEET

Use this answer sheet to record your answers for Parts 1, 2, and 3 of your homework assignment.

PART 1

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Intro to SAT Writing and Language
Part 1
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## PART 3

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ASSIGNMENT
Your tutor will assign one, two, or all three of the essay tasks listed below.

- Read and annotate the passage (10 minutes)
- Brainstorm your thesis and outline your essay (8 minutes)
- Write and edit your essay (32 minutes)

As you read the passage below, consider how Rebecca Lindsey uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Rebecca Lindsey, “Tropical Deforestation” from Earth Observatory. Originally published March 30, 1997.

1 Stretching out from the equator on all Earth’s land surfaces is a wide belt of forests of amazing diversity and productivity. Tropical forests include dense rainforests, where rainfall is abundant year-round; seasonally moist forests, where rainfall is abundant, but seasonal; and drier, more open woodlands. Tropical forests of all varieties are disappearing rapidly as humans clear the natural landscape to make room for farms and pastures, to harvest timber for construction and fuel, and to build roads and urban areas. Although deforestation meets some human needs, it also has profound, sometimes devastating, consequences.

2 Although tropical forests cover only about 7 percent of the Earth’s dry land, they probably harbor about half of all species on Earth. Many species are so specialized to microhabitats within the forest that they can only be found in small areas. Their specialization makes them vulnerable to extinction. In addition to the species lost when an area is totally deforested, the plants and animals in the fragments of forest that remain also become increasingly vulnerable, sometimes even committed, to extinction. The edges of the fragments dry out and are buffeted by hot winds; mature rainforest trees often die standing at the margins. Cascading changes in the types of trees, plants, and insects that can survive in the fragments rapidly reduces biodiversity in the forest that remains. People may disagree about whether the extinction of other species through human action is an ethical issue, but there is little doubt about the practical problems that extinction poses.

3 First, global markets consume rainforest products that depend on sustainable harvesting: latex, cork, fruit, nuts, timber, fibers, spices, natural oils and resins, and medicines. In addition, the genetic diversity of tropical forests is basically the deepest end of the planetary gene pool. Hidden in
the genes of plants, animals, fungi, and bacteria that have not even been discovered yet may be cures for cancer and other diseases or the key to improving the yield and nutritional quality of foods—which the U.N. Food and Agriculture Organization says will be crucial for feeding the nearly ten billion people the Earth will likely need to support in coming decades. . . .

4 Up to thirty percent of the rain that falls in tropical forests is water that the rainforest has recycled into the atmosphere. Water evaporates from the soil and vegetation, condenses into clouds, and falls again as rain in a perpetual self-watering cycle. In addition to maintaining tropical rainfall, the evaporation cools the Earth’s surface. In many computer models of future climate, replacing tropical forests with a landscape of pasture and crops creates a drier, hotter climate in the tropics. Some models also predict that tropical deforestation will disrupt rainfall pattern far outside the tropics, including China, northern Mexico, and the south-central United States.

5 Strategies for preserving tropical forests can operate on local to international scales. On a local scale, governments and non-governmental organizations are working with forest communities to encourage low-impact agricultural activities, such as shade farming, as well as the sustainable harvesting of non-wood forest products such as rubber, cork, produce, or medicinal plants. . . .

6 On the national scale, tropical countries must integrate existing research on human impacts on tropical ecosystems into national land use and economic development plans. For tropical forests to survive, governments must develop realistic scenarios for future deforestation that take into account what scientists already know about the causes and consequences of deforestation, including the unintended deforestation that results from road-building, accidental fire, selective logging, and economic development incentives such as timber concessions and agricultural subsidies.

7 Finally, on the national and international scale, an increasing value in the global marketplace for products that are certified as sustainably produced or harvested—timber, beef, coffee, soy—may provide incentives for landowners to adopt more forest-friendly practices, and for regional and national governments to create and enforce forest-preservation policies. Direct payments to tropical countries for the ecosystem services that intact tropical forest provide, particularly for carbon storage to offset greenhouse gas emissions, are likely to become an important international mechanism for sustaining tropical forests as more countries begin to seriously tackle the problem of global warming.


Write an essay in which you explain how Rebecca Lindsey builds an argument to persuade her audience that local, national, and international governments need to take measures to preserve tropical rainforests. In your essay, analyze how Lindsey uses one or more of the features listed above (or features of your own choice) to strengthen the logic and persuasiveness of her argument. Be sure that your analysis focuses on the most relevant aspects of the passage. Your essay should not explain whether you agree with Lindsey’s claims, but rather explain how Lindsey builds an argument to persuade her audience.
DIRECTIONS

Each passage below is accompanied by a number of questions. Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole. Choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

Changes to Hazardous Waste Regulations

The pace of technology and change in the modern world can be dizzying. As new medicines and treatments are developed, new types of waste emerge. Nevertheless, the U.S. hazardous waste generator regulations were written in the 1980s and haven’t changed much over the years. Today, we at the Environmental Protection Agency are taking steps toward changing that. I’m excited to proclaim that we are proposing two rules to provide businesses, organizations, and other profit-driven entities with the certainty and flexibility they need to successfully operate a business in today’s marketplace.

1. A) NO CHANGE
   B) are developed: new types
   C) are developed; new types
   D) are developed, new types

2. A) NO CHANGE
   B) Subsequently,
   C) However,
   D) For that reason,

3. A) NO CHANGE
   B) declare
   C) divulge
   D) announce
Over the last 35 years, we’ve heard from states and the regulated community that our hazardous waste generator regulations which were designed for manufacturing don’t fit all sectors and especially not the healthcare sector. We’ve listened and these two proposals make a number of updates and improvements to the existing regulations. We have proposed over 60 changes to the regulations (to improve the effectiveness of and compliance with) the hazardous waste generator program.

4. A) NO CHANGE
   B) regulations which were designed for manufacturing, don’t
   C) regulations, which were designed for manufacturing don’t
   D) regulations, which were designed for manufacturing, don’t

5. A) NO CHANGE
   B) regulations to improve the effectiveness of and compliance with the
   C) regulations, to improve the effectiveness of and compliance with, the
   D) regulations—to improve the effectiveness of and compliance with—the

6. At this point, the writer is considering adding the following sentence.

   This includes rearranging some of the generator regulations that had outgrown their original numbering system.

   Should the writer make this addition here?

   A) Yes, because it offers relevant details about a claim made in the paragraph.
   B) Yes, because it provides necessary context for the claims made in the next paragraph.
   C) No, because it distracts from the focus of the paragraph and passage by introducing a topic to which the passage never returns.
   D) No, because it undermines the writer’s claim that the existing hazardous waste generator regulations are not appropriate for all sectors.
Many of the proposed changes focus on making it easier for healthcare providers to comply with hazardous waste rules while protecting the nation’s water. Specifically, we’re proposing to remove the traditional manufacturing-based hazardous waste generator requirements and instead provide a new set of regulations designed to be workable in a healthcare setting while ensuring safe management and disposal of hazardous waste pharmaceuticals. Nurses, doctors, and pharmacists are not experts in hazardous waste identification; their primary focus is providing healthcare. They must complete many years of schooling and training to enter those careers. The proposed changes seek to reduce the burden and increase compliance by proposing a more flexible, common sense approach for healthcare providers and the elimination of unnecessary management practices.

7. The underlined sentence is most logically placed
   A) where it is now.
   B) after sentence 2.
   C) after sentence 3.
   D) after sentence 5.

8. The writer is considering deleting the underlined sentence. Should the writer make this change?
   A) Yes, because it provides information that is not relevant to the topic of the paragraph.
   B) Yes, because it repeats information covered earlier in the passage.
   C) No, because it provides essential background information.
   D) No, because it provides a specific example that supports a claim made earlier in the passage.
Through flushing or other means, a negative effect occurs on aquatic ecosystems and fish and animal populations when pharmaceuticals enter their environment. Our proposal is keeping pace with today’s environmental issues by banning the sewerage, or flushing down the toilet or sink, of hazardous waste pharmaceuticals from healthcare facilities. It is projected to prevent the flushing of more than 6,400 tons of hazardous waste pharmaceuticals annually, making our drinking water safer.

In order to keep our world safe and healthy, regulations should not only effectively manage sources of environmental harm, but also be flexible and clear enough for newcomers to understand. The updates and tailoring of the hazardous waste generator regulations by these two proposed rules increases compliance, which then escalates environmental benefit. The new rules respond to the needs of both the environment and businesses, benefitting both sides.

Questions 12-22 are based on the following passage.

Character Day

[1] This Friday is the second annual Character Day. [2] Schools and community organizations across the country participate in this event. [3] It’s a great opportunity to celebrate America’s students—students like DeAndre in Milwaukee.

DeAndre was always driven to learn, but often bullied. His school didn’t have the financial resources, school board, support, or staff it needed to help all students succeed. However, DeAndre stuck with it, and he built on his obstinacy with a little help from College Possible, a nonprofit working with students to help them get to and through college.

12. A) NO CHANGE
   B) students; students like DeAndre in Milwaukee.
   C) students, but students like DeAndre in Milwaukee.
   D) students. Students like DeAndre in Milwaukee.

13. The writer wants to add the following sentence to the paragraph.

Students associated with these participating organizations watch films, play games, and listen to experts discuss research about how to nurture positive character traits.

The best placement for the sentence is immediately

A) before sentence 1.
B) after sentence 1.
C) after sentence 2.
D) after sentence 3.

14. A) NO CHANGE
   B) resources, school board, support, or staff
   C) resources, school board support, or staff
   D) resources, school board support or, staff

15. A) NO CHANGE
   B) tenacity
   C) stubbornness
   D) inflexibility
College Possible also happens to be one of the Department of Education’s partners through the Investing in Innovation fund. **The purpose of the Investing in Innovation fund is to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that close achievement gaps, decrease dropout rates, and increase high school graduation rates.**

**College Possible partnered with DeAndre’s school to help create an environment in which more students would be readied for college and for their careers.** That meant not only coaching students through the mechanics of preparing for college, but also reinforcing students’ sense of purpose and deep understanding that focused efforts now will lead them to a brighter future later. **Many kids who go there feel like their future is up the creek.** When students are inspired by their work and believe that diligent efforts can lead them to success inside and outside of the classroom, they connect present-day learning to lifelong goals and live out the experience that intelligence can grow through hard work.

16. The writer is considering removing the underlined sentence. Should the sentence be kept or removed?

A) Kept, because it includes data that supports major claims in the text.
B) Kept, because it offers references that may be valuable to some readers.
C) Removed, because it does not identify its original source of information.
D) Removed, because it strays from the topic of the paragraph and reduces focus.

17. The writer is considering removing the underlined sentence. Should the sentence be kept or removed?

A) Kept, because it supports earlier points made by the writer.
B) Kept, because it provides a clear introduction to the paragraph’s main topic.
C) Removed, because it fails to relate to the information that comes before and after it.
D) Removed, because it offers too much detail and blurs the paragraph’s focus.

18. A) NO CHANGE

B) You would never believe how difficult it is for some of those kids.
C) Those teens feel really sort of helpless about life outside the classroom.
D) A large number of students in the school have doubts about the future.
These key skills not only prepare students for college and careers, but also are two key ingredients for long-term success according to new research, particularly for students who may be falling behind. These are just two among the many learnable skills that educators and researchers now describe as character education, socio-emotional learning, or non-cognitive skills. Regardless of what they’re called, these skills can play an important role in building on student’s strengths and in helping them succeed academically.

Of course, like any other skill, they are not a standalone solution for the many grave challenges students face, from under-resourced schools to communities that are short on opportunity when schools integrate chances to learn these skills into core subjects and classrooms, more students can be on the path to success.

These pathways have created real opportunities for students like DeAndre, just beginning his sophomore year at Marquette University and is the first member of his family to go to college. As DeAndre strives to achieve his full potential, he also wants to be a model for the younger siblings he precedes.

“Frankly, I want to be that student that pushes on to the next level,” he says, “I can’t stop now.”

Questions 23-33 are based on the following passage and supplementary material.

Recycling

What happens to the things you throw away? If you dispose of them in the trash, your old stuff will probably end up sitting in a landfill. But if you recycle, the materials you got rid of yesterday could end up back on a store’s shelf in the future.

Recycling is the practice of reusing materials in existing products to create new ones. This can be accomplished in expected ways—such as using recycled paper as packaging material—or unexpected ways—for example, making artificial turf from recycled glass. For example, reusing existing materials means that fewer new materials have to be produced, which can lower factory emissions; reduce the need for new natural resources; and lower dependence on landfills. Recycling helps to conserve limited resources, and—its proponents argue—it has other environmental benefits as well.

23. A) NO CHANGE
   B) stores’
   C) stores’s
   D) stores

24. Which choice most closely matches the stylistic pattern established earlier in the sentence?
   A) NO CHANGE
   B) such as using recycled glass to make artificial turf.
   C) like making artificial turf from recycled glass.
   D) such as artificial turf and recycled glass.

25. A) NO CHANGE
   B) which can lower factory emissions, reduce the need for new natural resources and, lower dependence on landfills.
   C) which can lower factory emissions, reduce the need for new natural resources, and lower dependence on landfills.
   D) which can lower factory emissions reduce the need for new natural resources, and lower dependence on landfills.
Many different kinds of materials are recyclable. Some materials, including plastic, metal, glass, and paper, are commonly recycled. Disposing of these recyclable materials is relatively easy. They can be deposited for pickup or dropped off at recycling centers. Specialized electronics, such as laptops or cell phones, are also recyclable but require special handling because of the potentially dangerous chemicals contained in their batteries.

Municipal solid waste (MSW) includes items that are normally relinquished in the trash, such as food packaging or scraps, old furniture, tires, or yard clippings. According to a study by the Environmental Protection Agency (EPA), municipal solid waste generation increased from 2.68 to 4.34 pounds per person per day between 1960 and 2009.

26. Which choice best combines the sentences at the underlined section?

A) easy, however, they
B) easy because they
C) easy, so they
D) easy, but they

27. A) NO CHANGE
   B) electronics; such as laptops or cell phones; are
   C) electronics such as laptops or cell phones are
   D) electronics—such as laptops or cell phones are

28. At this point, the writer wants to add a sentence that states the main claim of this paragraph. Which choice most effectively accomplishes this goal?

A) Recycling has increased since the 1960s, and the United States had roughly 9,000 curbside recycling programs in 2009.
B) Recycling not only prevents material from entering the landfill, but it also saves billions of dollars for companies that reuse the materials.
C) Recycling is also important because it employs so many Americans, with more than 1 million workers employed in that field.
D) Recycling has become an increasingly important issue in the United States as both the population and the amount of waste each person generates continue to increase.

29. A) NO CHANGE
   B) thrown in
   C) eliminated by way of
   D) jettisoned in
Collectively, **30** Americans generated about 4.34 million tons of MSW in 2009. **31** Consequently, over the last several years, municipal solid waste generation has decreased—apparently a result of the recent economic recession in the United States.


Although overall waste generation has increased, recycling has also become more widely practiced. In 2009, about 61 million tons—or 25 percent of the MSW—was recovered through recycling. **32** By contrast, in 1960 Americans recycled only 6.4 percent of their waste. Recycling has grown as more communities, recognizing the environmental benefits, have made collecting recyclables commonplace. Businesses that use recyclables as raw materials and an educated public that values recycled products have also contributed to the growth of recycling.

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**30.** Which choice offers an accurate interpretation of the data in the graph?

A) NO CHANGE  
B) Americans generated about 4.34 million tons of MSW in 2005.  
C) Americans generated about 243 million tons of MSW in 2009.  
D) Americans generated about 243 million tons of MSW in 2005.

**31.** A) NO CHANGE  
B) Therefore,  
C) However,  
D) Furthermore,

**32.** The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A) Kept, because it provides a point of comparison for the other statistic in the paragraph.  
B) Kept, because it offers evidence to support the claim that waste generation has decreased since 1960.  
C) Deleted, because it supports the counterargument to the writer’s claim.  
D) Deleted, because it introduces details that are not relevant to the paragraph’s topic.
More common in some parts of the country than others, the West Coast and Northeast regions are especially popular areas for recycling. In addition to recycling, some areas practice other methods of waste management, including composting, putting the waste into landfills, or burning waste to produce energy.


33. A) NO CHANGE
B) More common in some parts of the country than others, people on the West Coast and in the Northeast recycle more than people in other areas.
C) More common in some parts of the country than others, recycling is most common along the West Coast and in the Northeast.
D) More common in some parts of the country than others, the regions where recycling is most popular are the West Coast and Northeast.