



COLLEGE**PREP**GENIUS

12 WEEKS

Teacher's Guide

“Master the SAT Class” Lesson Plan Guide

Thank you for teaching the “Master the SAT Class” by College Prep Genius in your classroom! This curriculum is designed to help students prepare for the SAT and PSAT/NMSQT. These standardized exams are logic-based, and their questions examine the reasoning skills of students. It is the goal of the College Prep Genius program to help students approach these tests with a logical mindset to help them identify the correct answer choices and not fall for wrong answer traps.

At the core of this program we focus on specific strategies for approaching test questions. We emphasize memorizing acronyms to help students recall patterns and tricks of the SAT and PSAT/NMSQT. Our goal is to teach students how to answer test questions accurately and efficiently through our strategies. More than anything else, we hope this program instills in your students the revelation of how important entrance exams are and the need to make preparation a priority.

It is highly recommended that students take a practice test (SAT/PSAT) before they begin the class/DVD. This will give them a reference point and benchmark of where they are starting. There are several full-length tests in *The Official SAT Study Guide* that can be used. Students should then retake the same test after they have finished “The Master the SAT Class” to gauge improvement. If a student has not done this before the first day of class, then he or she will need to add this to the first week of homework.

The Teacher’s Lesson Plan/Syllabus is designed to help guide your students along the DVD curriculum in a 12-part format, approximately one hour per lesson. In general, each lesson will start by watching one lesson of the DVD. As students learn the curriculum information, they immediately get the chance to practice their knowledge by pausing the DVD and practicing

in their workbooks. Please encourage students to take notes/highlight by following along in the *College Prep Genius* book. Understanding the workbook answers and explanations can better help students learn why certain answers are right and why others are wrong.

“Master the SAT Class” Lesson Plan Guide

Keep in mind the Teacher’s Syllabus is merely a guideline, so feel free to omit or tweak parts of it that you are unable to do or that may not be applicable.

In the beginning of each DVD is a copyright screen that you will want to bypass before the class starts. There will be corresponding homework after each lesson from an actual College Board test (approx. 2-4 hours). This instant reinforcement will help students put into action what they just learned.

If you have any questions about the curriculum or how to run the program, feel free to con- tact me directly. I would love to help you in any way that I can.

Sincerely, Jean Burk
(817) 282-PREP
info@collegeprepgenius.com

Teacher's Guide

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It is best to make copies of the student homework, homework answers and student syllabus ahead of time to ensure that students have them at the beginning of class. Each week you will give your students the workbook answers for that day, so they can go over their missed questions. You will also give them the homework answers from the OSSG for the previous week's homework so they can review the correct answers and explanations. As far as measuring improvement, it is best to make taking an actual practice test a prerequisite before the first day of class and have students give you their scores so you can record it on the test prep record. They can get the answers and grading chart at the back of each test. Just make sure they retake the **same/similar** test at the end of the semester. (*To keep the test clean, students can use a page protector and a grease pencil or wet-erase marker.*)

Before Class Begins...

If students are unable to get The OSSG before class, they can either pick up a free test at a local high school guidance counselor's office or download one at <http://sat.collegeboard.com/practice/sat-practice-test> (Notate this on the student letter if this is the case.)

Please watch the DVD before each class so you can know what to expect in the lesson, take your own notes in your book/workbook and know when there are going to be pauses. There are no pages numbers referenced on the DVD, however they are noted on the Teacher's Syllabus so you will be able to let your students know. *There are suggested times for working the problems in each class. Use these as a guideline to stay on track. Certainly if the students finish up early, then you can move on, but you don't want to too much time on practice problems if there's a risk of not finishing the lecture.*

Before Class Begins...

Teacher Supply List:

1. Order the DVD Set (contains book/workbook/DVD) for the teacher
2. Order a book and workbook (co-op special) for each students which is HIGHLY recommended! If they order individually, give them deadlines to order in plenty of time.
3. Purchase a copy of The Official SAT Study Guide-First Edition (College Board) referred to as “The OSSG 1” or The Official SAT Study Guide-Second Edition (College Board) referred to as “The OSSG 2”
4. Copy the student syllabus/homework, OSSG answers and surveys for each student (on this download)
5. Timer (optional for the essay)
6. Notebook/Binder
7. Notebook Dividers with pockets
8. *Flip cards/answer sticks for each student
9. Class roll/homework check (on this download)
10. Test prep record (on this download)

Set up the teacher’s notebook with divider/pockets for: class roll, test prep record, OSSG answer guide, workbook answers, and surveys. Keep a copy of each week’s homework and workbook answers in your notebook and put the students’ copies in the corresponding folder so you will have them each week to hand out at the end of the class.

*To see what each student answered for each question, you can make a set of flip cards or answer sticks for them to show their answers. You can take 7 square pieces of paper-approx. 8 x 8 and label each one with: A, B, C, D, E and one with a happy face and one with a sad face. Then, you can punch a hole in one corner and put a ring through it. You can also make round ones and glue them to a Popsicle stick with the same letters and pictures. To distinguish the answers easier, you can also make each one a different color (e.g. A can be red, B - blue, C - orange, D - green, E - yellow, happy face - white, sad face - black).

LESSON 1

Introduction to the SAT and PSAT/NMSQT

Check roll and record SAT practice test results in your “Test Prep Record” for any students who did not email their scores to you beforehand.

Each student will receive their College Prep Genius (CPG) book and Workbook (WKB), unless pre-purchased before the class. They will need to write their names in the front each book in order to eliminate confusion. Encourage them to highlight and make notes in the books as they watch the DVD.

Pass out copies of the Student Syllabus and have your students place them in their notebooks. Let them know what is required of them each week. (If this class is graded on a pass/ fail scale, explain how their grades will be determined: class attendance, participation, and /or homework completion.)

Start DVD Disc 1 Lesson 1 (bypass FBI Warning/copyright info) | Total Running Time: 32 min. Have students open their books to CPG pages 19-60

WKB Page 5 - You will pause the DVD for the students to fill out the “Funny Money Quiz”. Give them about 3-4 minutes to do this.

WKB Page 7 - Students should also take notes during the 13 Myths.

HOMEWORK:

Let the students know that this week’s homework requires them to set up their notebook and establish an account with The College Board. They will need to bring these items to class each week: their notebook, CPG, WKB and OSSG.

Students will need to be ready to show their homework each week when roll is being called.

If any students did not take a practice SAT or PSAT, they will need to do this also this week.

LESSON 2

Critical Reading: Long Passage

Check roll and check off if students did their homework. (Have them show it to you.)

This week we will go over the first type of passage in the Passage-Based Reading section: the long passage.

Start Disc 1 DVD at Lesson 2 | Total Running Time: 39 min.

CPG pages 65-80 - Encourage students to take notes/highlight in their CPG book.

WKB Pages 10-14 - You will be pausing the DVD for the students to work the long passage. Give them about 13-14 minutes to do this.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize any common misunderstandings or errors.

HOMework:

Let the students know that this week's homework requires them memorize some acronyms, begin learning prefixes and root words, practice long passage problems in the OSSG, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

Workbook Answers - Lesson 2

LESSON 3
Critical
Reading:
Short and
Dual Passage

Check roll and check off if students did their homework. (Have them show it to you.)

This week we will go over the other two types of passages in the Passage-Based Reading section: the short and dual passage. *Since students memorized the LONG PASSAGE acronyms last week, these same strategies will help them on this section because the question types for these two passages are similar to the long one's.*

Start Disc 1 DVD at Lesson 3 | Total Running Time: 28 min.

CPG pages 80-82 - Encourage students to take notes/highlight in their CPG book.

WKB Pages 16-17 - **Part 1-Short Passage.** You will be pausing the DVD for the students to work the short passage. Give them about 6-7 minutes to do this.

WKB Pages 19-23 - **Part 2-Dual Passages.** You will be pausing the DVD for the students to work the dual passage. Give them about 14-15 minutes to do this.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize any common misunderstandings or errors.

HOMEWORK:

Let the students know that this week's homework requires them memorize some acronyms, continue learning prefixes and root words in the back of the book, practice with passage problems in the OSSG, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

Workbook Answers - Lesson 3

OSSG Answers - Lesson 2

LESSON 4

Critical Reading: Sentence Completion

Check roll and check off if students did their homework. (Have them show it to you.) This week we will go over the last part of Critical Reading: Sentence Completion.

Start Disc 2 DVD at Lesson 4 (bypass FBI Warning/copyright info) | Total Running Time: 47 min. CPG pages 83-96 - Encourage students to take notes/highlight in their CPG book.

WKB Pages 24-27 - You will be pausing the DVD for the students to work the Sentence Completion section. Give them about 16-17 minutes to do this.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize any common misunderstandings or errors.

HOMEWORK:

Let the students know that this week's homework requires them memorize some acronyms, continue learning prefixes and root words, practice sentence completion problems in the OSSG, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

Workbook Answers - Lesson 4

OSSG Answers - Lesson 3

LESSON 5

Math: Multiple Choice

Check roll and check off if students did their homework. (Have them show it to you.) This week we will go over first part of Math: Multiple Choice.

Start Disc 2 DVD at Lesson 5 | Total Running Time: 46 min.

CPG pages 103-151 - Encourage students to take notes/highlight in their CPG book.

WKB Pages 32-37 - If you have time you can start these, but more than likely the students will have to work/finish them at home along with their other homework.

HOMEWORK:

Let the students know that this week's homework requires them to start/finish the workbook math, review math terms, memorize some acronyms, practice math problems in the OSSG, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

OSSG Answers - Lesson 4

LESSON 6
Math:
Multiple
Choice
Continued

Check roll and check off if students did their homework. (Have them show it to you.) This week we will go over the math problems from the WBK.

Start Disc 2 DVD at Lesson 6 | Total Running Time: 26 min.

WKB Pages 32-37 - Encourage students to take notes if they missed any of these questions or if any were worked the long way instead of the short way.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize and common misunderstandings or errors.

HOMework:

Let the students know that this week's homework requires them to review math terms, memorize some acronyms, practice math problems in the OSSG, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

Workbook Answers - Lesson 6

OSSG Answers - Lesson 5

LESSON 7

Math: Student Response

Check roll and check off if students did their homework. (Have them show it to you.) This week we will go over the second part of Math: Student Response.

Start Disc 3 DVD at Lesson 7 (bypass FBI Warning/copyright info) | Total Running Time: 36 min. CPG pages 152-167 - Encourage students to take notes/highlight in their CPG book.

WKB Pages 40-47 - If you have time you can start these, but more than likely the students will have to work/finish them at home along with their other homework. Tell them to practice by using the grid-in boxes to answer the questions.

HOMEWORK:

Let the students know that this week's homework requires them to start/finish math problems in the workbook, review unknown math terms, practice math problems in the OSSG, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

OSSG Answers - Lesson 6

LESSON 8
Math:
Student
Response
Continued

Check roll and check off if students did their homework. (Have them show it to you.) This week we will go over the math problems from the WBK.

Start Disc 3 DVD at Lesson 8 | Total Running Time: 39 min.

WKB Pages 40-47 - Encourage students to take notes if they missed any of these questions or if any were worked the long way instead of the short way..

NO FLIP CARDS - Because these are not multiple choice questions, this tool does not apply. Nonetheless, encourage students to call out their answers to gauge how well the class did.

HOMEWORK:

Let the students know that this week's homework requires them to do the essay homework at the back of the workbook

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

Workbook Answers - Lesson 8

OSSG Answers - Lesson 7

LESSON 9

Writing: The Essay

Check roll and check off if students did their homework. (Have them show it to you.)

This week we will go over the first part of writing section which is the essay. Students will write one essay today. The essay is 25 minutes long. The DVD has a timer but you may use yours instead if you don't want them to watch the timer. Please give them a 10 minute warning and a five minute warning.

Start Disc 3 DVD at Lesson 9 | Total Running Time: 55 min.

CPG pages 173-187 - Encourage students to take notes/highlight in their CPG book.

WKB Pages 50-51 - Students should write the acronym HOT POWERFUL PAPER on the outside of their pages to help remind them what to do in each paragraph. (They may also use their book for notes.)

After the essay is completed, ask the students, "How many of you made-up an example?" See if anybody would volunteer to read one of their "made-up" examples.

Remember, the judges are looking for smart-sounding papers that choose a side, give relevant examples to up their position, and it doesn't matter whether the examples are real or made-up.

HOMEWORK:

Let the students know that this week's homework requires them memorize some acronyms, do some timed practice essays from the topics in CPG, and complete the essay from the OSSG.

Students should check their essays to see if they contain all the main points using the scoring guide.

Please hand out:

OSSG Answers - Lesson 9

LESSON 10

Writing: More Essay Practice

Check roll and check off if students did their homework. (Have them show it to you.)

This week we will write two more essays at 25 minutes each. (It should be easier now that students know the acronyms and have practiced writing this week.) The DVD has a timer but you may use yours instead if you don't want them to watch the timer. Please give them a 10 minute warning and a five minute warning..

Start Disc 4 DVD at Lesson 10 (bypass FBI Warning/copyright info) | Total Running Time: 55 min. The essays will be 25 minutes each.

WKB Pages 52-53 - Students should write the acronym HOT POWERFUL PAPER on the outside of their pages to help remind them what to do in each paragraph. (They may also use their book for notes.)

Take a quick break between essays. Have students sharpen pencils if necessary.

WKB Pages 54-55 - Students should write the acronym HOT POWERFUL PAPER on the outside of their pages to help remind them what to do in each paragraph. (They may also use their book for notes.)

Ask the students, "How many of you made-up an example?" See who would like to read their work to the class.

Remember, the judges are looking for smart-sounding papers that choose a side, give relevant examples to support their position, and it doesn't matter whether the examples are real or made-up.

HOMework:

Let the students know that this week's homework requires them memorize some acronyms and do some timed practice essays from the topics in CPG.

Students should check their essays to see if they contain all the main points using the scoring guide.

Please hand out:

OSSG Answers - Lesson 10

LESSON 11

Writing: Sentence Error

Check roll and check off if students did their homework. (Have them show it to you.) This week we will go over the second part of Writing: Sentence Error.

Start Disc 4 DVD at Lesson 11 | Total Running Time: 27 min.

CPG pages 196-209 Encourage students to take notes/highlight in their CPG book.

WKB Pages 58-62 - You will need to pause the DVD for students to work the Sentence Error problems. Give them about 17-18 minutes to do this.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize any common misunderstandings or errors.

HOMework:

Let the students know that this week's homework requires them to memorize acronyms, practice related problems, and record missed questions in their "journal for success".

To help students understand their missed questions from today's lesson as well as last week's homework give them the following so they can go back over their mistakes and re-read the explanations for the correct answers.

Please hand out:

WKB Answers - Lesson 11

LESSON 12

Writing: Improving Sentence and Paragraphs

Check roll and check off if students did their homework. (Have them show it to you.)

This week we will go over the last two parts of Writing: Improving Sentences and Improving

Paragraphs.

Start Disc 4 DVD at Lesson 12 | Total Running Time: 28 min.

CPG pages 210-215 - **Part 1-Improving Sentences.** Encourage students to take notes/high- light in their CPG book.

WKB Pages 63-67 - You will be pausing the DVD for the students to work the Improving Sen- tences section. Give them about 15-16 minutes to do this.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize any common misunderstandings or errors.

CPG pages 216-222 - **Part 1-Improving Paragraphs.** Encourage students to take notes/high- light in their CPG book.

WKB Pages 69-72 - You will be pausing the DVD for the students to work the Improving Para- graphs section. Give them about 8-9 minutes to do this.

FLIP CARDS - When reviewing the practice problems in the workbook, feel free to take a class survey for each question. This will help you gauge how well your students are grasping the material. You can have them hold up a flip card with their chosen answers on it. This will allow you to recognize any common misunderstandings or errors.

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

HOMEWORK:

Let the students know that this week's homework requires them memorize acronyms, work practice problems, and make a game plan for studying for the test. They will also need to retake the same test that they took before class started and give you their improved scores. If this is a pass/fail class, they must also do the last week's homework in order to complete the course.

Give students the class survey. Have them keep the top portion and turn in the bottom part. This will give you testimonials from students about the class.

Please hand out:

WKB Answers - Lesson 12

OSSG Answers - Lessons 11 and 12

Sample Student Letter

Dear student:

Thank you so much for signing up for the *College Prep Genius* "Master the SAT Class" in our co-op/classroom. The class dates are from _____.

This class is designed to help you prepare for the SAT and PSAT. It will focus on specific strategies for approaching test questions and you will be memorizing acronyms to help you remember patterns and tricks found on the SAT and PSAT. Please note that there will be homework each week which will help you reinforce the information learned that week; it is expected that you will follow the student syllabus and do the required work. Please allow 2-4 hours of homework per week.

This is a pass/fail class and can be used as an elective credit.

The goal of this class is for students to learn how to answer problems accurately and efficiently. More than anything else, I hope this class instills in you how important college entrance exams are and to make test prep a priority.

Before the first day of class, you MUST complete a full-length SAT test or at least by the second before the second week of class. Download a free test at <http://sat.collegeboard.org/practice/sat-practice-test> and have it graded/hand grade it. Please email me your scores: Math, Critical Reading and Writing and the total so I can record them. (I will not share your score with anyone.). This will give me a reference and benchmark of your starting point so I can gauge your improvement. You will retake the same test after you they have finished "The Master the SAT Class".

My email: _____

Contact number _____

Sample Student Letter

Student Supply List:

1. *The Official SAT Study Guide*-First Edition (College Board) referred to as “The OSSG 1” or *The Official SAT Study Guide*-Second Edition (College Board) referred to as “The OSSG 2”
2. 3” Notebook/Binder
3. Notebook Dividers (6)
4. *Pencils and Highlighter
5. Calculator

*Please bring pencils and highlighter on the first day. The College Prep Genius Book (CPG) and CPG Class Workbook (WBK) will be given on first day of class unless you have already pre-purchased them. Bring these books along with everything else on the list every week after that.

I am looking forward to having you in the class. Many students have used this program and raised their SAT scores as much as 600 points as well as many have become National Merit winners! To read more testimonials, go to www.collegeprepgenius.com.

Colleges go up on their rankings based on their test scores, the higher the score-the more money you get! The SAT determines where you get to go to college and who’s going to pay for it!

Sincerely,

STUDENT SYLLABUS

LESSON 1

Introduction to the SAT and PSAT/NMSQT

Student Homework:

1. Get an account set up at www.collegeboard.com. Here are the benefits:
 - a. Learn dates, location, fees, and deadlines of upcoming tests
 - b. View test scores online
 - c. Sign up for the “Question of The Day” via Twitter or the mobile app
 - Send and save the questions in an email folder
 - Print them out
 - Put them in your notebook (review them periodically)
2. Put your notebook together. Copy “Journal for Success” pages 249-258 in *CPG. Make multiple copies of Critical Reading, Math & Writing. Put them in the notebook using dividers as follows:

Dividers (6)

 - a. Homework Answers
 - b. Test Prep Record
 - c. Critical Reading
 - d. Math
 - e. Writing
 - f. College Board “Question of the Day”
3. Please take the “My Motivation Test” on pages 309-325 in the back of CPG.
4. **If you have not done so already**, please take a full-length SAT from “*The Official SAT Study Guide*”. Keep the test clean by using a page-protector and grease pencil. Give your scores to the teacher to record it for future reference.
5. Read pages 13-60 in CPG to get a good overview of the SAT and PSAT, and to reinforce what was learned in class.

*NOTE -- **CPG** refers to the big textbook: *College Prep Genius*

WKB refers to the smaller workbook

OSSG refers to “*The Official SAT Study Guide*”

LESSON 2
Critical
Reading: Long
Passage

Student Homework:

1. Start memorizing the Prefixes, Root Words, and Suffices in Appendix A of CPG pages 262-274
2. Read CPG pages 65-80
3. Memorize the acronyms on page 10 of WBK
4. Work the long passage problems on pages 852-54, 863-64 & 865-66 in “The OSSG 1” Or pages 962-64, 973-74 & 975-76 in “The OSSG 2”
5. Grade the OSSG problems (answers are at back of test)
6. Write missed problems in the Critical Reading section of the journal in your notebook
7. Go back over missed problems in the OSSG Answer Key

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

LESSON 3
Critical
Reading:
Short and
Dual Passage

Student Homework:

1. Review acronyms from WBK page 15
2. Read CPG pages 80-82
3. Learn DUAL acronym on page 19 of WBK
4. Work the long passage problems on pages 851, 862 & 873-75 in “The OSSG 1” Or pages 961, 972 & 983-85 in “the OSSG 2”
5. Grade the OSSG problems (answers are at back of test)
6. Write missed problems in the Critical Reading section of the journal in your notebook
7. Go back over missed problems in the OSSG Answer Key

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

LESSON 4
Critical
Reading:
Sentence
Completion

Student Homework:

1. Learn the acronym “COMPLETION” in WBK page 24
2. Read CPG pages 83-96
3. Memorize the SCOPE words in CPG page 86, Cause and Effort Words and Strengthening Words on page 89
4. Work the problems on pages 850, 861 & 872 in “The OSSG 1”
Or pages 960, 971 & 982 in “the OSSG 2”
5. Grade the OSSG problems (answers are at the back of the test)
6. Write missed problems in the Critical Reading section of the journal and put in your notebook
7. Go back over missed problems with the homework answer guide given each week

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

LESSON 5

Math: Multiple Choice

Student Homework:

1. Read CPG pages 101-151
2. Review math terms on page 279-304 in CPG
3. Make flash cards of unknown math terms (Learn them!)
4. Learn the acronym EASY MATH in WBK page 30
5. Work the Multiple-Choice problems on pages 838-40 in “The OSSG 1” Or pages 948-50 in “The OSSG 2”
6. Grade the OSSG problems (answers are at the back of the test)
7. Write missed problems in the Math section of the journal and put in your notebook
8. Go back over missed problems with the homework answer guide given each week

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

LESSON 5
Math: Multiple
Choice
Continued

Student Homework:

1. Review math acronym EASY MATH in WBK page 30
2. Review unknown math terms
3. Work/finish the Multiple-Choice problems on pages 855-60 & 867-71 in “The OSSG 1” Or pages 965-70 & 977-81 in “The OSSG 2”
4. Grade the OSSG problems (answers are at the back of the test)
5. Write missed problems in the Math section of the journal and put in your notebook
6. Go back over missed problems with the homework answer guide given each week

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

LESSON 7

Math: Student Response

Student Homework:

1. Read CPG pages 152-165
2. Go over the EASY MATH acronym in WBK page 30
3. Work the Student-Response problems on pages 841-43 in “The OSSG 1” Or pages 951-53 in “The OSSG 2”
4. Grade the OSSG problems (answers are at the back of the test)
5. Write missed problems in the Math section of the journal and put in your notebook
6. Go back over missed problems with the homework answer guide given each week

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

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LESSON 8

Writing The Essay

Student Homework:

1. Do Essay Homework on page 74-79 in WBK

Homework Review:

Read through some of the essays written by actual students in the beginning of the OSSG book.

LESSON 9

Writing: The Essay

Student Homework:

1. Read CPG pages 171-177
2. Learn acronyms ESSAY RAVES & HOT POWERFUL PAPER in WBK page 48
3. Write 2 more essays from the topics in CPG pages 188-195 (Use timer for 25 minutes)
4. Make sure to write essay acronyms on paper before writing (erase afterwards)
5. After writing the essays, check each one for the 6 main points:
 - a. *Explosive Opening*
 - b. *Short Philosophical Statement Responding to Prompt/ Choosing a Side*
 - c. *Two/Three Concrete Examples*
 - d. *Ending With a Punch (Razzle-Dazzle)*
 - e. *2-3 Strong Vocabulary Words*
 - f. *Five Paragraphs*

Homework Review:

Before moving to the next lesson, make sure to look over the essay(s). Check to make sure the essay is co-herent, constructed well, and hits all six main points. *If not, write something that would better reflect the main points.*

LESSON 10

Writing: More Essay Practice

Student Homework:

1. Go over essay acronyms in WBK page 48
2. Write 3 essays from the topics in CPG pages 188-195
3. Write essay acronyms on outside of paper before writing (erase afterwards)
4. After writing the essays, check each one for the 6 main points:
 - a. *Explosive Opening*
 - b. *Short Philosophical Statement Responding to Prompt/ Choosing a Side*
 - c. *Two/Three Concrete Examples*
 - d. *Ending With a Punch (Razzle-Dazzle)*
 - e. *2-3 Strong Vocabulary Words*
 - f. *Five Paragraphs*

Homework Review:

Before moving to the next lesson, make sure to look over the essay. Check to make sure the essay is coherent, constructed well, and hits all six main points. *If not, write something that would better reflect the main points.*

LESSON 11

Writing: Sentence Error

Student Homework:

1. Read CPG pages 196-209
2. Learn acronyms ABCDE and SPOT & AID WORD PROBLEM in WBK page 58
3. Finish homework on pg 846-47 in "The OSSG 1" Or 956-57 in "The OSSG 2"
4. Grade the OSSG problems (answers are at the back of the test)
5. Write missed problems in the Writing section of the journal and put in your notebook
6. Go back over missed problems with the homework answer guide given each week

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

Student Homework:

1. Read CPG pages 210-222
2. Learn acronyms RESTATEMENT and REVISE in WBK pages 63 & 69
3. Work problems on pages 844-45, 876-78 & 848-49 in “The OSSG” 1 Or pages 954-55, 986-88 & 958-59 in “The OSSG” 2
4. Grade the OSSG problems (answers are at the back of the test)**

****For students using the second edition of the *Official SAT Study Guide*, please note there is a grading error in the writing section on page 990. The answer to problem 2 should be D, problem 3 should be A, and problem 4 should be D.**

5. Go back over missed problems with the homework answer guide given each week
6. Write missed problems in the Writing section of the journal and put in your notebook
7. Make a game plan for practicing:
 - a. Spend Time Weekly/Daily
 - b. Review Missed Questions
 - c. Take full-length tests in the OSSG
*Keep record of missed questions in “Journal for Success”
(Review and Conquer!)*
8. Retake the **same** practice test that you took in the beginning. Note of your score improvement and give your score to the teacher!

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

Homework Review:

Before moving to the next lesson, make sure to look over the homework answers for this lesson. For every question you get wrong, fill out a journal sheet in your binder. These journal sheets should illustrate the types of problems that you may be struggling with. Review these problems with the Homework Answer Guide. This should help you identify patterns in the College Board answers and the logic behind each question.

Review missed questions periodically: weekly or nightly, which is optimal for identifying your weaknesses and for helping you in the future when you get similar question types.

Notate the type of error (A, B or C) next to each question. Information found on page 46 in CPG textbook.

WORKBOOK ANSWERS

LESSON 2
Critical
Reading: Long
Passage

Passage-Based Reading: WBK Pages 11-14

1. This passage serves mainly to
(A) Irrelevant **(B) CORRECT** (C) Additional info (D) Obscure
(E) Contradictory
2. In line 2, “I am exhilarated by my destiny” most nearly reflects the author’s
(A) CORRECT (B) Contradictory (C) Additional info (D)
Obscure (E) Additional info
3. In lines 3-5, the author’s description of her sister on the shoreline suggests that
(A) Obscure (B) Irrelevant (C) Contradictory (D) Additional info
(E) CORRECT
4. In lines 27-29, the sentence “Suddenly, I am overwhelmed with a callow sorrow” implies that the author
(A) Obscure (B) Irrelevant **(C) CORRECT** (D) Contradictory (E)
Additional info
5. The author refers to “as fate looms” in lines 32, in order to suggest
(A) Additional info **(B) CORRECT** (C) Irrelevant (D) Obscure
(E) Obscure
6. The word “freshness” in line 25 most nearly means
(A) Trick **(B) CORRECT** (C) Doesn’t fit (D) Doesn’t fit (E)
Doesn’t fit
7. For the author, the experience of leaving Bavaria can best be described as
(A) Negative (B) Negative (C) Negative **(D) CORRECT** (E)
Doesn’t fit
8. The author mentions the story about the woman she met at “a swank book-signing party” (lines 39-44) in order to
(A) Additional info (B) Irrelevant (C) Irrelevant **(D) CORRECT**
(E) Irrelevant
9. In line 44, the author’s phrase “another Kraut” suggest that people in America viewed her with
(A) Neutral (B) Doesn’t fit **(C) CORRECT** (D) Positive (E)
Positive

LESSON 3:
Critical
Reading
Short and
Dual Passage

Passage-Based Reading (Short Passage): WBK
Pages 16-17

1. Based on the information in the passage, Desmond’s writing can be best described as
(A) Positive (B) Doesn’t fit **(C) CORRECT** (D) Contradictory (E) Positive
2. The reference to “Through the years” (lines 3-5) serves to suggest
(A) Irrelevant (B) Obscure (C) Contradictory (D) Contradictory
(E) CORRECT
3. The passage implies that the educational community has seen creation theory as
(A) Additional info (B) Irrelevant **(C) CORRECT** (D) Contradictory (E) Contradictory
4. In context, the word “picture” (line 6) most nearly means
(A) Trick **(B) CORRECT** (C) Obscure (D) Irrelevant (E) Additional info

Passage-Based Reading (Dual Passage): WBK
Pages 20-23

1. In Passage 1, Woodson’s opinion of the live stage performance is that it is
(A) Irrelevant (B) Obscure (C) Contradictory (D) Additional info
(E) CORRECT
2. Woodson says the critic is human but he does bring the discerning eye (lines 12-15) because he believes that
(A) CORRECT (B) Irrelevant (C) Additional info (D) Swaps passages (E) Obscure
3. In the first paragraph of Passage 2, Johns refers to the quote “Different people draw different words from me” as a
(A) Contradictory (B) Obscure **(C) CORRECT** (D) Additional info (E) Obscure

LESSON 3:
Critical
Reading
Short and
Dual Passage

4. Johns indicates that the language used in Passage 2 is important because it
(A) CORRECT (B) Additional info (C) Contradictory (D) Swaps passages (E) Obscure
5. In context, “engaged” (line 40) most nearly means
(A) Negative (B) Negative (C) Same word meaning (D) Doesn’t fit
(E) CORRECT
6. The primary implication in Johns’ final sentence (lines 54-55) is
(A) Obscure **(B) CORRECT** (C) Irrelevant (D) Additional info
(E) Swaps passages
7. What positive element about a live stage performance does each Passage emphasize
(A) CORRECT (B) Negative (C) Swaps passages (D) Ignores 2nd passage (E) Negative
8. Which of the following is a primary difference between the two passages?
(A) Obscure (B) Contradictory **(C) CORRECT** (D) Contradictory
(E) Additional info

LESSON 4:
Critical
Reading
Sentence
Completion

Sentence Completion: WBK Pages 25-27

1. Instead of offering an equal opinion on both sides of the matter, the politician grew more _____, ignoring one side and focusing only on his side
(A) Positive (B) Positive **(C) CORRECT** (D) Doesn't fit (E) Neutral
2. The secret sister club denies access to its membership list; they insist on _____ to keep this association special
(A) Opposite (B) Doesn't fit (C) Negative **(D) CORRECT** (E) Negative
3. The magnificence of Mount Rainier is often disguised: clouds _____ the pinnacle several days a week.
(A) Doesn't fit (B) Doesn't fit (C) Doesn't fit (D) Doesn't fit **(E) CORRECT**
4. Despite a life of destruction and _____, the painter Rowan McNeally created work that today is _____ by modern artists.
(A) Negative;Negative (B) Positive;Neutral (C) Positive;Neutral **(D) CORRECT** (E) Negative; Negative
5. Russian gymnasts are often described as _____ in mind and body because of their great flexibility as well as intense concentration
(A) Contradictory- same as rigid (B) Contradictory- same as unwavering (C) Doesn't fit **(D) CORRECT** (E) Neg.
6. The main character of John Van Haun's Wild West picture seems _____, giving the impression that Van Haun wanted him to appear undefeatable.
(A) CORRECT (B) Wrong (C) Doesn't fit (D) Doesn't fit (E) Negative
7. The heartache and longing for a loved one who has parted seems endless, but can often be _____ by time.
(A) Doesn't fit (B) Contradictory **(C) CORRECT** (D) Contradictory (E) Doesn't change flow

LESSON 4:
Critical
Reading
Sentence
Completion

8. Sadly, two hundred years ago, for some African tribes the emergence of foreigners often meant _____ their village, their family- even their freedom.
(A) Positive (B) Positive (C) Positive **(D) CORRECT** (E) Positive
9. The party's nominee realized that her endeavor to build a wide range of support had been _____, but she was still _____ by the enormity of her party's defeat.
(A) CORRECT (B) Positive (C) Positive (D) Positive (E) Doesn't fit
10. 10. Although the eyewitness' story about the trolley car accident at first appeared _____, the investigator was later astonished, after viewing the tapes, to discover it was _____.
(A) Both positive (B) Both negative **(C) CORRECT** (D) Both positive (E) Both negative

LESSON 6
Math: Multiple Choice

Math Multiple Choice: WBK Pages 32-37

1. In a set of nine different, consecutive, numbers, which of the following CANNOT affect the value of the median?
(A) Triples the median (middle number) so it changes values (B) adds 10 to the median so it changes (C) all numbers move up one so median changes (D) all numbers move down one so median changes **(E) CORRECT** Only largest number changes
2. If y is an even integer greater than 2, what is the next greater even integer in terms of y ?
(A) Odd **(B) CORRECT** (C) odd (D) even but not “next greater” (E) even but not “next greater”
3. What is the product of 4,786 and 9,194?
(D) CORRECT (6 x 4 is 24 so answer ended in a 4)
4. In the figure, $AB=BC$ and $DE=EF=DF$. If the angle of ABC is 40° and the measure of angle BDE is 60° , what is the measure of DFA ?
(C) CORRECT (By redrawing the figure correctly and filling in the correct information, answer can be found)
5. In the figure, line P is parallel to line Q . What is the value of Y ?
(A) CORRECT (Extend lines to show “crossity” and “straighty”, fill in information to find answer)
6. How many minutes are required for a car to go 20 miles at a constant speed of 80 miles per hour?
(D) CORRECT (Estimate for a quick answer)
7. If $y+y+y+y+y+1=2+y+y+y+y$, what is the value of y ?
(A) CORRECT (Cancel y 's on each side for quick answer)
8. If $T \times T \times T \times 1 = 1$ for all nonzero T , then $M = T + T + T$ M
(A) CORRECT (A) and (B) are “opposites” and you can only get exponents from multiplication-which is only in the numerator

LESSON 6
Math: Multiple
Choice

9. Points R, S, and T lie on a line segment. If the distance between R and S is 7 and the distance between S and T is 4, which of the following could be the distance between R and T?
(D) CORRECT (This is a Roman Numeral question –so you must ask yourself if they have given specific or vague information. They did not say that R,S & T were in a row so you work if from all angles. It could also be R, T & S.)
10. If P stands for an odd integer, which of the following expressions represents an even number?
(E) CORRECT (Odd times odd is always odd and plus one equals even)
11. A number was rounded to 22.7. Which of the following could have been the number before it was rounded?
(C) CORRECT (Don't be fooled by the middle zeros)
12. For which of the following values of P will the value of $2P+1$ be less than 15?
(E) CORRECT (It is the smallest and only possible number)
13. 4% of 6,400 is equal to 8% of what number?
(B) CORRECT (4% is half of 8% so the answer will be half not double.)
14. When a certain rectangle is divided in half, two squares are formed. If each of these squares has a perimeter of 64, then what is the perimeter of the original rectangle? **(B) CORRECT** (Remove middle line of rectangle to get the “original”.)
15. Let the function f be defined as $f(x) = 7x$ for all the numbers x. Which of these are equal to $f(s + t)$?
(C) CORRECT (Looking for an $7(s + t)$)

LESSON 6
Math: Multiple
Choice

16. Jackie started her 5 mile run by sprinting 2 miles up the mountain. She stopped to stretch for 5 minutes and then she jogged back down for the rest of her training. Which graph best de-scribes her journey?
(D) CORRECT (2 Miles up, 5 minute rest, and three miles “down”-don’t be fooled by the drawing-it is only a graph, not a picture of her trip.)
17. According to the following athletic track chart, how many times faster can Steve run than Chris?
(B) CORRECT (Think Opposite with twice as fast)
18. The hexagon RSTUVW below has the middle point as A. What is the value of y ?
(A) CORRECT (Not perpendicular so answer will be under 90 degrees)
19. A solar powered Eco automobile traveled 400 miles from point X to point Y at 40 miles per hour. It used gas to travel back from point Y to point X at 50 miles per hour. What is the arithmetic mean of the speed for both journeys.
(C) CORRECT (TRLTR-Add 40 and 50, divide in half and find answer just a little less than that.)
20. What is the product of $\frac{2}{3} \times \frac{5}{6} \times \frac{1}{3} \times \frac{3}{5}$?
(E) CORRECT (Top Heavy vs. Bottom Heavy--all fractions are bottom heavy so answer will be less than 1)
21. The above grid shows the number of children in families with 18 mothers from various age groups that are involved in a weekly co-op of enrichment classes. According to the grid, which of the following is true?
(D) CORRECT (“At least” means count vertical line 6 and beyond and the total is 4.)

LESSON 8
Math: Student
Response

Math Student Response: WBK Pages 41-46

- In the figure above, the area of triangle 1 is $\frac{1}{2}$ the area of triangle 2. If CY is parallel to WZ and the sum of the lengths of CY and WZ are 24, what is the length of WZ?
16 is the answer. (Lines are parallel and heights are the same so the base doubles.)
- When the positive even integer Y is increased by 50% of itself, the result is between 30 and 40. What is one possible value of Y?
22, 24, or 26 will work. (Numbers need to be even and when multiplied by 1.5 fall in “be-tween” 30 and 40)
- In the figure above, what is the area of the shaded square?
12.5 (Figure needs to be redrawn as a “square” then given information put in to find answer)
- The ratio of 1.5 to 28 is equal to the ratio of 0.15 to y. What is the value of y? **2.8**
(Just move over decimal point)
- If $(4x^2+7x+5)(2x+8) = Ax^2+Bx^3+Cx+D$ for all values of x, what is the value of C? **66**
(FOIL only what you need.)
- The area of rectangle ACEG above is 126. If the area of rectangle MDEF is 70, what is the area of rectangle ABMH? **8 (Fill in left out information in figure to find answer.)**
- The partially completed chart above refers to 20 condos of which have garages. How many of the 20 condos have wet-bars? **6 (Use “12” as the key to fill in the blanks to find answer.)**
- If X and Y are positive integers, $X+Y \leq 18$, and $X>8$, what is the greatest possible value of X-Y? **16**
(X is 17 and Y is 1)

LESSON 8
Math: Student
Response

9. If the perimeter of a rectangle is 20 times the width of the rectangle, then the height of the rectangle is how many times the width?
9 (Think small-draw rectangle with perimeter of 20)
10. In the figure above, line segments AE and BG intersect at P. If $X^\circ = 60^\circ$ and PF bisects EPG, what is the value of Y° ?
30 (redraw correct figure, correct line bisects-cuts in half)
11. How many of the first one hundred positive integers contain the number 7?
19 (Don't forget the seventies)
12. In a group study on eating habits of junior high boys, the average daily intake of calories per person was 9% higher in August than it was in September. If this average was 2,300 calories in September, what was the average daily intake per person in August?
2507 (Multiply 9% higher than 2300)
13. The table above shows student enrollment at East Hills Prep School from 1996 through 2000. If the median enrollment for the five years listed was 1771, and no 2 years had the same enrollment, what is the greatest possible value for N?
1770 (Put 1771 in the middle of all the numbers-this makes 1770 the only answer)
14. The shaded part of rectangle RSTU below has an area of 120. What is the area of the triangle ABC?
78 (Shaded and non-shaded are exactly opposite)
15. Josiah can pick one or more toppings for his personal-sized pizza: pepperoni, mushrooms, jalapenos or sausage. If he picks one or more toppings, what is the number of different pizza combos that are possible? (topping order doesn't matter and no repetitions)
15 (Do combo method for 1, 2, 3 & 4 toppings)

LESSON 8

Math: Student Response

16. What number will meet all of the following three requirements?
 It is an integer larger than 1199 and smaller than 1,438 The sum of its digits is 16 The hundreds and tens digits are the same number
1339 (Eye-Spy Simplify)
17. How many hours will it take for Brad to mow all the lawns in his business?
35 (Multiply all customers by the time (minutes) and divide by 60 to get hours)
18. The health food bakery took milled flour, filtered water, honey, and olive oil and mixed them in the ratio of 9:6:2:1, in the order given, to make a 1 lb. whole wheat dough. To make 6 pounds of this healthy dough, what weight of honey, in pounds, is needed?
 $\frac{2}{3}$ (The PAW LAW)
19. The new substitute teacher is in charge of teaching 4 different courses in 4 different class periods on Fridays. If only one course meets each class period, how many different assigned courses of these classes are possible for Fridays?
24 (Counting method- $4 \times 3 \times 2 \times 1$)
20. In basketball practice, each player threw free-throws until they missed and the baskets were counted as one point each. The chart below shows the outcome of the 18 players who participated. For example, 4 players made the basket their first throw and missed it their second throw. What is the least amount of combined players who scored a total of 23 points?
8 (Extend table to add points and misses then multiply players that scored 23

LESSON 8
Math: Student
Response

21. The numbers in the figure below show a diagram of the 75 students in Miss Barbara's Dance Studio who take one or more of her scheduled classes. Two numbers have been omitted. For example, 13 students take Jazz and Irish Dance, but not Ballet. If the number of students at the studio who take Ballet is the same as those who take Jazz, how many students at the dance school took only Irish Dance?

12 (Solve X first, don't count 6 & 9-then solve Y)

22. Preston can only remember the first five digits of Jamie's seven-digit phone number, but he is certain that neither of the last two digits are zero. If Preston dials the first five digits, then dials two more digits at random from the nonzero digits, what is the probability that he will dial the correct number the first time?

1/81 (Chance Problem)

LESSON 11
Writing:
Sentence
Error

Sentence Error:WBK Pages 59-62

1. The vote that has just been decided with by the union leaders should act as the groundwork for their effort in future endeavors. No Error
(B) This is an idiom problem-- The answer should read "...decided..."
2. The modern acrylic paintings of Raoul Clemson has received tremendous praise not only in his na-tive country, France, but also in America. No Error
(B) Subject-Verb agreement- -The problem should read "...have received..."
3. There are rarely consequences in a workplace that are as likely to ruffle feathers as that pertaining to the favoritism of a boss to an employee. No Error
(C) Vague Pronoun Reference- -The answer should read "...those pertaining..."
4. Although one likes to assume that your own dreams are important, realistic, and within reach, what one desires is not necessarily what one achieves. No Error
(C) Pronoun/Antecedent- "your" changes the person--The answer should read "...one's own..."
5. The sibling rivalry between my twin brother and I began in elementary school when we discovered that the prettiest girl in school liked only me. No Error
(B) Objective case problem-- The answer should read "...and me began..."
6. Even though many vegetarians have similar beliefs about avoiding animal products in their diets, there is actually a lot of differences in their reasons to begin. No Error
(B) Subject-Verb agreement-- The answer should read "...are actually..."

LESSON 11
Writing:
Sentence
Error

7. Flying at heights of up to 20,000 feet in the sky, pilots certainly have the loftiest occupation. No Error
(E) No Error
8. During the 16th Century, many artists worried that the new awakening is being overshadowed by the religious reformation, but this movement enhanced art in spite of earlier disapproval. No Error
(B) Verb Tense Problem-- The answer should read "... was being overshadowed..."
9. If one is not in tip-top shape, a hiking expedition up the mountain can be physically exhausting. No Error
(E) No Error
10. A gifted and talented virtuoso, Noel Adkins has been a singer, composer and assisted on record labels. No Error
(D) Parallel Problem-- Answer should read "...an assistant..."
11. In schools where recess monitoring is sufficient, fewer running mishaps arise and students are seldom injured. No Error
(E) No Error (no such word as seldomly)
12. People which require constant entertaining are discontent with the simple act of reading a book for pleasure. No Error
(A) The sentence doesn't make sense-- The answer should read "...who require..."
13. The decrease in volunteer aid during the Korean War had two reasons: less subsidy for living expenses or a decline in interest in the overall morale of the endeavor. No Error
(C) Wrong conjunction-- Answer should read "...and a decline..."

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

Improving Sentences:WBK Pages 64-67

1. For months, one of the school's top teachers were behaving so scattered that his students believed something was amiss.
(A) Subject verb agreement (B) Incomplete sentences (C) Subject verb agreement **(D) CORRECT** (E) Incomplete sentences
2. The average person believes that monkeys are as smart as humans, but at this time there is no scientific consensus for verifying its validity.
(A) Modifier (B) Confusing (C) Modifier **(D) CORRECT** (E) Confusing
3. Some dinosaurs that were smaller in stature were able to exist after the ozone was depleted and were therefore able to enjoy longer life on earth.
(A) CORRECT
4. In response to the old saying that a man's home is his castle, women have argued that every man likes being their own king.
(A) Pronoun/antecedent **(B) CORRECT** (C) Pronoun/antecedent (D) Pronoun/antecedent (E) Changes person
5. The storyteller, taking the audience on a spellbinding voyage using his enticing words, cleverly weaving in legend and truth with tidbits of suspense.
(A) No comma, not an appositive and wrong verb (B) Doesn't make sense (C) Doesn't make sense (D) No comma, not an appositive and wrong verb **(E) CORRECT**
6. Judy and David will represent Forest Glen High in the swing dancing contest, their skill in this having been phenomenal this semester.
(A) Needs semicolon and wrong verb tense (B) Confusing (C) Needs semicolon **(D) CORRECT** (E) Wrong verb tense

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

7. Separated by a mountain, the Rajan tribes of Colgame had created a sophisticated lifestyle years before the discovery of modern tools.
(A) CORRECT - shortest answer (B) Too wordy (C) Wrong tense (D) Wrong tense (E) Wrong tense
8. Listeners of the amateur singer's debut album have said that it is frustrating because of its strange arrangement, but it's originality is still a joy.
(A) "It's" not supposed to be possessive (B) Changes the meaning (C) "It's" not supposed to be possessive and needs a contrasting conjunction (D) Doesn't make sense **(E) CORRECT**
9. Karen had just entered her home and that was when she discovered that her office had been vandalized.
(A) No conjunction needed (B) No conjunction needed (C) Doesn't make sense (D) No conjunction needed **(E) CORRECT - shortest answer**
10. The collection of memoirs by Louise DeMarco begins with his birth in Morocco and ends in his later years in Spain and Portugal.
(A) CORRECT - shortest answer (B) Wrong verb tense (C) Wrong verb tense (D) Wrong verb tense (E) Wrong verb tense
11. Having mastery in clarinet, piano, as well as cello, Carlota Cameron is viewed to be one of the best Canadian musicians.
(A) Not parallel- needs an "and" (B) Not parallel because of "playing" (C) Awkward (D) Not parallel because of "playing" **(E) CORRECT**
12. Some early Zulu tribes trained their warriors, conceived difficult trials, even one where they had to march barefoot, and dance on grounds covered with thorns.
(A) Needs connecting preposition (B) Needs connecting preposition (C) Needs connecting preposition, NOT a semicolon **(D) CORRECT** (E) Needs connecting preposition, not an explanation

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

Improving Paragraphs: WBK Pages 65-66

1. What is the best way to rewrite sentences 3 and 4?
(A) Fragment (B) Changes meaning with additional info
(C) Changes meaning with “should” **(D) CORRECT** (E)
Contradictory
2. In context, which is the best version of sentence 5?
(A) Double words in the beginning (B) Ends with preposition (C)
Changes meaning with additional info (D) Adds additional info
and changes meaning **(E) CORRECT**
3. Which of the following is the best way to write the underlined
portion of sentence 7?
(A) CORRECT (B) Doesn’t need “and” and “are” (C) Run-on (D)
Fragment (E) Changes meaning
4. In context, sentences 9, 10, and 11 serve to
(A) Nothing is being contradicted **(B) CORRECT** (C) Nothing
is being unified (D) These sentences don’t argue the situation (E)
Contradictory
5. 5. In context, which of the following is the best way to write the
underlined portion of sentence 15?
(A) Obscure (B) Additional info **(C) CORRECT** (D) Fragment (E)
Obscure
6. 6. The function of sentence 17 is to
(A) Not reiterating (B) Not a new topic **(C) CORRECT** (D) Not
citing any rules (E) Not supporting points

OSSG ANSWER KEY

LESSON 2
Critical
Reading: Long
Passage

Section 4 Long Passage

The Official SAT Study Guide (OSSG) 2nd Edition pg 962-64

13. Pass up-Overall Passage Question
(A) nothing “mathematical” additional info **(B) CORRECT- (Find answer in first lines-5, 12, 18)** (C) obscure-doesn’t mention all 3 have “different” approaches (D) obscure-doesn’t mention all 3 have “different” approaches (E) obscure-doesn’t mention all 3 have “different” approaches
14. Line Citation (5-11)
(A) obscure (can’t judge this) (B) additional info (C) irrelevant info (D) contradicts (“efficiency could be improved”) **(E) CORRECT-(“closely packed” means more cows accommodated) Lines 7/8**
15. Line Citation (13-17)
(A) additional info (humans) (B) additional (only one theory) (C)obscure (all cows not “individualized”) **(D)CORRECT- (“contented” same as “reduce boredom”) Line 17** (E) obscure (solution is for all cows)
16. Line Citation (21)
(A) obscure-no drama/not an event (B) contradict-(arguing opposite of “joke”) **(C) CORRECT-(“solve a problem”) lines 23-26** (D) additional (no terms defined) (E) additional (no assumptions mentioned)
17. Line Citation (28-31)
(A) CORRECT-(Hollywood guidelines work so “film succeeds” are the same) (B) additional info (“dedication”) (C) contradicts (physicists are more likely to be concerned than the producers) (D) contradicts (they are unsure “if it works”) (E) contradicts (conscientious is opposite of “exploited”)

LESSON 2
Critical
Reading: Long
Passage

18. Line Citation (33)
(A) additional info (“no prone to error”) **(B) CORRECT- (“details ignored” same as “abstract...irrelevant details”- line 36/37)** (C) additional info (“concerns of public”) (D) additional (not implied here) (E) contradicts (allegory is indirect representation of truth-opposite of “self-explanatory”)
19. Line Citation (39-41)
(A) additional (“ethical development” not mentioned) (B) contradicts (“learning is delayed” opposite of “...moment of birth”) (C) contradicts (“abstract” opposite of “patterns”) **(D) CORRECT (“details are important” same as “rid of irrelevant details”)** (E) obscure (“general models not same as “building any model”)
20. Line Citation (61-63)
(A) irrelevant info (his professions) (B) contradicts (more was learned by ignoring facts ” opposite of “deeper understanding”) **(C) CORRECT-(ignoring the facts is how he described motion)** (D)additional (no non-physicists mentioned) (E) contradicts (“profound” opposite of “irrelevant”)
21. Line Citation (67-68)
(A) additional (not about science but about a problem) **(B) CORRECT-(the medium is air, water...)**Lines 63-65 (C) obscure (he wasn’t in any “predicament”) (D) additional (no “illogical tradition”) (E) obscure (not referring to any problem)
22. Vocabulary Use
(A) wrong math term for “medium” (B) trick (common meaning for “medium”) (C) doesn’t fit **(D) CORRECT-(air and water are just substances surrounding other things)** (E) not grammatical
23. Line Citation (83-86)
(A) contradicts (“argued” opposite of “respected Aristotle”) **(B) CORRECT- (“looking for differences”-wrong)** (C) additional (no “rival scientists” mentioned) (D) additional (no “religious ramifications”) (E) contradicts (he discredited him not “supported” Aristotle)

LESSON 2
Critical
Reading: Long
Passage

24. Line Citation (87-88)
(A) CORRECT (B) contradicts (“theoretical”(abstract) opposite of “experimental”(tested)) (C) additional (theory not “theoretical dilemma” mentioned) (D) irrelevant (theory not about Galileo) (E) irrelevant (theory not about Galileo)

Section 6 Long Passage

The Official SAT Study Guide (OSSG) 2nd Edition pg 973-74

10. Overall Passage Question
(A) no probing in first and last lines (B) first lines about author not period) (C) first lines about writing about slavery not slavery itself) **(D) CORRECT-(Lines 1-4, Lines 37-38)** (E) no arguing in first and last lines of each paragraph
11. Line Citation (4-10) slavery violated principles of “manliness and individualism”
(A) contradicts (he doesn’t reject these ideas) (B) additional (no mention of wrongdoing) (C) irrelevant to context **(D) CORRECT-(“called upon” means “evocation” and “contravene” means violate)** (E) obscure (nothing analyzed)
12. Vocabulary Use Question
(A) trick (most common meaning) (B) doesn’t fit (means make peace) (C) negative (no struggling) **(D) CORRECT-(means figure out/define)** (E) doesn’t fit (no solving)
13. Line Citation (18-21) “argument” ...to “improve”
(A) contradicts (arguing goes against “deferentially” in line 23) **(B) CORRECT-(better mothers relates “womanhood and domesticity”)** (C) contradicts (“home” not “society”) (D) irrelevant (no comparison to slavery) (E) additional (no mention of “self-determination” lies)

LESSON 2
Critical
Reading: Long
Passage

14. Overall Passage Question
(A) CORRECT (means practical) Line 1 “did not differentiate”/37-38 “conform to expectation” (B) negative (not genuine) (C) positive (doesn't fit) (D) negative (to presume) (E) contradict (she is rational)
15. Overall Passage Question “tone”...”both”
(A) negative/negative –too opinionated (B) CORRECT- (“analytical-lines 52-55 and rereading citations show appreciation) (C) negative/negative-too opinionated (D) doesn't fit (no irony or humor) (E) additional (no hope discussed)

Section 6 Long Passage

The Official SAT Study Guide (OSSG) 2nd Edition pg 975-76

16. Overall Passage Question (Look at first and last lines of each paragraph)
(A) CORRECT-(Line 1-he's remembering) Line 12 (Line12-first encounter with Trabb's boy) (Lines 27-30-second encounter) (Lines 41-43-Third encounter) (Last line-he leaves) (B) contradicts-(events are related) (C) additional (no “circular logic” used) (D) obscure (only one point of view) (E) contradicts (line 59-60- he leaves town)
17. First Paragraph (read first line and last line) the author “hints to something positive”
(A) contradicts (negative) it said “not disagreeable” (B) CORRECT-(“trades people same as “townspeople”) (C) contradicts (Lines 9-11-“not at all dissatisfied) (D) contradicts (negative) (E) additional (“nostalgic and proud” not mentioned)

LESSON 2
Critical
Reading: Long
Passage

18. Line Citation (13) word “implies”
(A) irrelevant (not about future) (B) additional (no change mentioned) **(C) CORRECT- (“procession” indicates moving forward)** (D) contradicts (he knew he would be trouble) (E) additional (no fortune mentioned)
19. Line Citation (19)
(A) additional (no guilt mentioned) (B) contradicts (“quell his evil) **(C) CORRECT-(Line 14-16 “unconscious contemplation”)** (D) irrelevant (doesn’t fit his facial expression) (E) contradicts (he doesn’t give any recognition)
20. Vocabulary Use Question
(A) trick (common meaning) (B) doesn’t fit grammatically (C) trick (another common meaning-doesn’t fit grammatically) (D) doesn’t fit **(E) CORRECT-(means tormented)**
21. Line Citation (38-39)
(A) obscure (boy is not “silly”) **(B) CORRECT-(Lines 35-38 describe “gestures” and “greatest joy” goes with “amused”)** (C) contradicts (behavior is understood-that’s why they were watching) (D) obscure (they are happy because of the boy, not the narrator) (E) contradicts (no mention of friendship between the two/friends don’t do this)
22. Line Citation (48 and 54-55)
(A) contradicts (see line 1) **(B) CORRECT-(Lines 49-56 he was antagonizing (“mock”) him-“disgraced” in 55)** (C) additional (“townspeople” not mentioned) (D) obscure (he doesn’t introduce himself even if Trabb’s says he doesn’t know him) (E) contradicts (townspeople are not sympathetic)
23. Overall Passage Question (passage’s tone is negative)
(A) positive (B) irrelevant (C) positive (D) additional (“scientists” no mentioned) **(E) CORRECT-(it is a negative experience by the author)**

LESSON 2
Critical
Reading: Long
Passage

24. Overall Passage Question (most prevalent “comic strategy”)
(A) obscure (“townspeople do not speak”) **(B) CORRECT-
(addresses the contrast)** (C) additional (no “lack of
comprehension”) (D) irrelevant (“human faults are not the main
idea”) (E) contradicts (the narrator, not Trabb’s boy, is the one
being ridiculed)

Section 4 Dual Passages

The Official SAT Study Guide (OSSG) 2nd Edition pg 961

9. Line Citation-general statement about being worried about time/
negative
(A) no “fear” –additional info (B) not annoyed-obscurer info **(C)
CORRECT-(restates citation)** (D) “colleagues”-additional info
(E) excitement/positive –irrelevant 10. “Only daughter” indicates
mother/daughter relationship (A) first word means book/obscurer
(B) not book quote/irrelevant (C) “historical”/irrelevant **(D)
CORRECT- restates relationship** (E) “scholarly”/obscurer-
talking about daughter not scholars
10. Line 4-“seizes the attention...media” (similar nouns/verbs)
(A) CORRECT-“highlights...dramatizing (B) “advocate”-
obscurer (C) no “panic”-additional info (D) no comparison
“local-national”- additional info (E) no “demonstrating children”-
additional info
11. Line 14-“providing a misleading view” /negative
(A) positive (B) doesn’t fit (not caring) (C) neutral (D) negative/
doesn’t fit **(E) CORRECT-(negative word that questions
media intentions)**

LESSON 3
Critical
Reading:
Short and
Dual Passage

Section 6 Dual Passage

The Official SAT Study Guide (OSSG) 2nd Edition pg 972 first page told them it was the First Edition

6. Overall Passage Question about both passages (Passage 1 confirms/Passage 2 challenges)
(A) “urges changes” not found in Passage 2 (B) “mocks” not found in Passage 2 (C) “personal anecdotes” not in Passage 2 **(D) CORRECT-(shows contrasting opinions of each passage)**
(E) no “examples” in Passage 1
7. Overall Passage Question about both passages
(A) found only in Passage 1 (B) not found in either Passage (C) obscure (both mentioned “better” not “good”) **(D) CORRECT-(found in first line of both passages)** (E) additional (not found in either passage)
8. Overall Passage Question about Passage 2 (do this one second)
(A) too strong of an opinion **(B) CORRECT-(last lines 23-26 have word “wary”)** (C) positive (D) contradicts (author does care) (E) positive
9. Passage 1 Question (do this one first)Parallel between parents and scientific findings
(A) additional (“traditional” not mentioned) (B) irrelevant (no parallel between the two) **(C) CORRECT-(parents view vs. scientific view)”revelations” same as “findings”**
(D) additional (no “anxieties” or “advances”) (E) contradicts (“hypotheses” means tentative assumption-vs. “stunning revelations”)

LESSON 3
Critical
Reading:
Short and
Dual Passage

Section 9 Dual Passage

The Official SAT Study Guide (OSSG) 2nd Edition pg 983-85

7. Overall Passage Question about both passage (skip until the end) (Passage 1 is For Colonial Williamsburg and Passage 2 is against it (“architecture critic” -italicized section)
(A) CORRECT-(“popular”-both agree it is a part of “pop culture”) (B) additional (neither passage discussed this) (C) Passage 2 author would disagree on this (D) Found only in Passage 2 (Passage 1 author would disagree) (E) Passage 2 author would disagree
8. Line Citation (20-21)
(B) CORRECT-(Line 19-“unless one already knows a great deal...”) (C) irrelevant (D) additional (no “aesthetic standards” mentioned) (E) contradicts (Lines 23-25 “planned primarily...connoisseur...scholar...not citizen”)
9. Line Citation (31-32) author hints to something inaccessible (negative)
(A) positive (B) irrelevant (not what he is taking about) (C) additional (no “architects” mentioned) **(D) CORRECT-(restates citation)** (E) additional (no “luxury” mentioned)
10. Line Citation (35)
(A) additional (no “reenactments” mentioned) (B) additional (“wealth” not mentioned) **(C) CORRECT-(“no set guides” means “freedom”)** (D) obscure (line is about tour guides not village) (E) additional (“expense” not mentioned)
11. Line Citation (42-45) “refusal...education be a chore”
(A) CORRECT-(makes learning fun) (B) museum is not interactive (C) film is not necessarily educational (D) negative response (E) experiment not necessarily fun

LESSON 3
Critical
Reading:
Short and
Dual Passage

12. Line Citation (55) adjective for a negative word “fudging”
(A) irrelevant (B) contradicts (positive) (C) contradicts (positive)
(D) CORRECT-(“fabricated” means fudging/lying) (E)
additional (no “credentials” mentioned)
13. Vocabulary Use Question
(A) trick (common meaning) (B) grammatically incorrect
(C) CORRECT-(fits grammatically the sentence) (D)
grammatically incorrect (E) grammatically incorrect
14. Line Citation (82) “crime” indicates negative
(A) positive (“license to destroy”) (B) additional (no “livelihood”
mentioned) (C) positive (“good will of people”) (D) additional
(maintenance not mentioned) **(E) CORRECT-(“ominous” is**
negative) “established element of popular culture”
15. Line Citation (3) Comparison question (remember that author of
Passage 2 is against this)
(A) additional (“other countries” not mentioned) (B) obscure
(Passage 2 author doesn’t define “true cultural value”) (C)
additional (no “yearning (wishing) mentioned) **(D) CORRECT-**
(Line 47-50 indicates he thinks it is a watered-down
version of history) (E) obscure (Passage 2 author is more
concerned about history being distorted not by the profit)
16. Overall Passage for both/Comparison Question (12-14) They call it
“harmless” (Passage 2 author would disagree)
(A) additional (nothing overstated) (B) additional (no
assumptions) (C) contradicts (Line 49-50) “he dislikes the
“reinvention...themed entertainment”) (D) contradicts
(Lines 82-84) “crime against history...license to destroy” **(E)**
CORRECT-(Lines 79-81 & Lines 82-84) Passage 2 author
sees it as damaging not harmless

LESSON 3
Critical
Reading:
Short and
Dual Passage

17. Overall Passage for both Passages/Comparison Question (Lines 34-39) Passage 2 author would not approve
(A) positive (doesn't fit) (B) irrelevant (that is an assumption) (C) positive (doesn't fit) (D) irrelevant (passage is about history-not architecture) **(E) CORRECT-(rereading the citations and first and last lines of Passage 2, the author does not like them using their own interpretations.)**
18. Overall Passage questions about both passages (Passage 1 supports/Passage 2 against)positive/negative
(A) negative/positive (doesn't fit) (B) irrelevant (not about profits) **(C) CORRECT-(positive/negative)** (D) negative/positive (doesn't fit) (E) neutral (doesn't fit)
19. Overall Passage Question about both passages ("the challenge")
(A) Only in Passage 2 (passage 1 was ignored) (B) irrelevant to both passages **(C) CORRECT-(agrees with both)** (D) additional (neither passage discusses this) (E) additional (affordability not discussed)

LESSON 4
Critical
Reading:
Sentence
Completion

Section 4 Sentence Completion

The Official SAT Study Guide (OSSG) 2nd Edition pg 960

1. Predict the first blank (“aware”) Second blank-positive- “apologized”
(A) CORRECT (B) second word negative (C) doesn’t fit (D) second word negative (E) second word negative
2. “Although” changes meaning (second blank will be opposite “available only to scholars”)
(A) doesn’t fit (B) first word is opposite **(C) CORRECT** (D) second word is opposite (E) second word is opposite
3. Answer will restate “reveal no evidence of having been mended”) The word “rather” means the blanks will be opposite
(A) CORRECT (opposite answers regarding not fixing clothes) (B) doesn’t fit (C) doesn’t fit (D) doesn’t fit (E) not opposite answers
4. Key is adjective “terminal”
(A) doesn’t fit (means reveal) (B) doesn’t fit (means move) (C) doesn’t fit (means clarify) **(D) CORRECT (means the end)** (E) doesn’t fit (means determine)
5. “But” means looking for opposite of “no such swelling”
(A) doesn’t change flow (B) doesn’t fit (disappear) **(C) CORRECT (unknown word means enlargement-no other words fit)** (D) doesn’t change flow (E) doesn’t fit (lack of water)
6. Restate “selflessly dedicated”-second word will be positive
(A) second word is negative (B) second word (freedom makers) (C) second word (mysterious) (D) second word is negative **(E) CORRECT- (first word means unselfish/second word means good example)**
7. Restates the word “fawning was inappropriate” –a negative word
(A) CORRECT-(unknown word means “flattery”-no other word fits) (B) doesn’t fit context(secret) (C) doesn’t fit context(lazy) (D) doesn’t fit-opposite of implication (disputing) (E) doesn’t fit prediction (pushy)

LESSON 4
Critical
Reading:
Sentence
Completion

8. First blank negative/ “argue” and second blank will be positive/ “should be replaced”
(A) doesn’t fit (B) doesn’t fit (second word means scatter) (C) both words mean the same **(D) CORRECT-(negative/positive)** (E) first word means reserve/positive

Section 6 Sentence Completion

The Official Study Guide (OSSG) 2nd Edition pg 971

1. Restate word after comma, “expressive movements”
(A) means exposed (B) means to speak **(C) CORRECT-means the same** (D) means thoughts (E) means instincts
2. Circle adjective “extensive”, first word will mean storehouse and second will be positive
(A) second word is negative (B) second word is negative **(C) CORRECT** (D) first word means small/second word is negative (E) first word is opposite
3. Positive word because of “enthusiastic”
(A) negative (B) negative **(C) CORRECT-(sounds like applaud which is praise)** (D) not a positive word (E) doesn’t fit (means pity-sounds like pathological)
4. “Pungency” refers to “scent”
(A) perfect word/trick-second word doesn’t fit (B) second word id opposite (C) first word doesn’t fit (D) first word doesn’t fit **(E) CORRECT (“aroma” means scent and second work works)**
5. ”announcement” is the key
(A) CORRECT-(public information made available) (B) doesn’t fit (means examine) (C) doesn’t fit (means to free) (D) doesn’t fit (an example) (E) doesn’t fit (request)

LESSON 4
Critical
Reading:
Sentence
Completion

Section 9 Sentence Completion

The Official SAT Study Guide (OSSG) 2nd Edition pg 982

1. Descriptive word meaning “co-wrote”
(A) unknown word (skip to see if there is a correct known word)
(B) negative (C) **CORRECT**-(means work together on a project)
(D) doesn’t fit (substitute) (E) doesn’t fit (relating to)
2. “Eager” (first blank positive) “but” changes flow so second blank will be negative
(A) positive/positive (second word means lively) (B) positive/positive
(C) first word doesn’t fit/second word is positive (D) first word negative (prefix “in”) **(E) CORRECT-(positive/negative) second word (sleepy) goes with “droning”**
3. Descriptive word for “touch”
(A) doesn’t fit (smell) (B) doesn’t fit (old) (C) doesn’t fit (hearing)
(D) doesn’t fit (country) **(E) CORRECT-(touch)**
4. Positive word that restates “deft” (skill)
(A) doesn’t fit (understanding) (B) doesn’t fit (stubborn) (C) positive but doesn’t fit (funny) **(D) CORRECT-(unknown, but no other word works)** (E) negative
5. SCOPE word “although changes flow (“hero” is positive and “lamentable” is negative)
(A) positive/positive (B) negative/negative (“ig” is negative prefix)
(C) positive/positive **(D) CORRECT-(positive/negative) “in” is negative prefix** (E) positive/positive (second word means to make right)
6. Comma means descriptive word in other half (“public declaration”)
(A) doesn’t fit (religious petition) (B) doesn’t fit (printed statement) **(C) CORRECT-(statement declared publicly)**
(D) doesn’t fit (setting disputes) (E) doesn’t fit (command)

LESSON 5
Math: Multiple
Choice

Section 2 Math Multiple-Choice

The Official SAT Study Guide (OSSG) 2nd Edition pg 948-50

1. **E** The cost of each pencil is $\$4.50/3$. Add $\$.50$ to the $\$1.50$ to get the new cost, $\$2$. Multiply by 5 to get the cost of 5 pencils, **$\$10$**
2. **E** Find the slope: change in y /change in x , slope = $4/1 = 4$ (That eliminates ABC) To find the the y -intercept, subtract 1 (the change in x) from the smallest given x and 4 (the change in y) from the smallest given y (0, -1). **$y = 4x - 1$**
3. **B** Redraw figure correctly. ("Tangent" means a line that touches a curve at a point without crossing over. Formally, it is a line which intersects a differentiable curve at a point where the slope of the curve equals the slope of the line.) R is the only variable in the circumference formula so if the 1st circumference is twice the 2nd, the 1st radius must be twice the 2nd. The small radius, BC , is $1/3$ of AC , or **2**
4. **B** Because $x - y =$ a positive number, x must be greater than y , so the point must be closer to the x -axis (smaller y values) than to the y -axis, which eliminates all but **B**
5. **D** The two under 40's groups are side by side and form a diameter so they make up $1/2$ of the total amount, **500**
6. **D** When dividing by a number, the remainder must be less than the divisor. This problem is dividing by 3 so all remainders must be less than 3 which eliminates all but **D**
7. **C** X & Y are inverse proportions so they'll be multiplied. $5 \times 15 = 25Y$ so **$Y = 3$**
8. **A** Substitute $2y$ in for $2x + 2$ in the 2nd equation. Simplify it to $4y = 20$. **$y = 5$** (note "5" and "10" are doubles)

LESSON 6
Math: Multiple
Choice
Continued

Section 5 Math Multiple-Choice

The Official SAT Study Guide (OSSG) 2nd Edition pg 965-70

1. **B** Don't cross-multiply-Notice the pattern: the denominator in BOTH fractions is 2 less than the numerator so x must be **39**
2. **E** Z is the total of all the groups so add all 4 initial groups: **$k + n + r + s$**
3. **C** A triangle's exterior angles equals the sum of the remote interior angles so $25^\circ + X^\circ = 60^\circ$. **$X = 35^\circ$**
4. **D** (Cost of frig – repair of frig)/savings per mo. = $(900-300)/15 =$ **40** (double or nothing)
5. **B** Triangles have 3 sides and the 1st triangle's perimeter is 3 times the 2nd triangle's perimeter, so the 2nd triangle's perimeter equals the 1st triangle's side, **10**
6. **A** $360,000\text{coins} / (60 \text{ sec/min})(60 \text{ min/hr})(10 \text{ hr/day})$ Cancel zeros & reduce. Days = **10**
7. **C** The average of $1x$ & $3x$ is $2x$ and 12, so **$x = 6$** [Start at (C)]
8. **C** Chess overlaps with swimming which can't be 10th graders, so the only acceptable answer is that at least the swimming chessmen are **no 10th graders** ("some" does not contain "no" or "more")
9. **D** Eliminate C because the only constant in the problem is a 1 Eliminate A & B because to solve for n , $3x$ must be subtracted from x resulting in a negative number, which is $-2x$ so it must be **D**
10. **E** 2, 3, & 5 must be factors of the multiples. $2 \times 3 \times 5 = 30$ which is larger than every answer but **60**
11. **B** Redraw figure correctly according to the question. Angles AOB, BOC, & COD form a straight line, 180° (Straighty). Since angle AOB is 80° , the 2 equal angles must split 100° so each is 50° . Angle EOF is a vertical angle with angle BOC so it's also **50°**

LESSON 6
Math: Multiple
Choice
Continued

12. **C** K needs to eliminate the denominator and repeat the numerator number so it must be 5×3 or **15**
13. **C** The cross has 4 holes. The remaining 2 pieces can only fill in 1 hole each leaving 2 holes. That eliminates I.(B & E) The cross is 3 wide one unit up. III is only 2 wide one unit up. That eliminates III.(D) The 2 little pieces can fill in the left side of the cross so it makes it **Roman II**
14. **D** Eliminate prime numbers: 23, 29; and any numbers containing a square (4, 9, 25): 24, 25, 27, 28. Only 3 of the 9 numbers are left: **21, 22, 26**
15. **A** Redraw figure correctly. Use the Pythagorean Theorem. Multiply and combine like terms, then divide by 2. **50** (double or nothing)
16. **A** Parabolas are symmetrical with the maximum (or minimum) value at the center. The picture shows 0 & 2 are eliminated because the curve doesn't touch the x-axis at those points. If 0 (which is 2 from the center) is eliminated, then 4 (which is also 2 from the center) must be eliminated. If 4 is inside the parabola's curve, then 3 must also be inside and must be eliminated. That leaves **-1**
17. **D** The constant in the quadratic equation, 7, equals the product of the 2nd term in each factor: 1 and h, so $h = 7$. The middle term's coefficient in the quadratic equals the sum of the same 2 terms: $1 + h = k$ **k = 8**
18. **A** Redraw figure correctly. ("Parallel" means two distinct coplanar lines that do not intersect.

Note: Parallel lines have the same slope.) If lines are drawn to the x-axis from points A, B, and (4, 10), they show A and B must be 1 or 2 units apart. Since 2 is the smallest number given, that eliminates C, D, & E. Using the Pythagorean formula shows that only one set of values work.

LESSON 6
Math: Multiple
Choice
Continued

19. **E** Times 4 by 2, and substitute in the radical t for x. Solve for t. **t = $8\frac{1}{4}$**
20. **E** The even number must be twice the value of an odd number so divide each answer by two to find out which one represents an odd number. B & D can't be divided by 2 so they are eliminated. Of the remaining ones, only **E** will always result in an odd.

Section 8 Math Multiple-Choice

The Official SAT Study Guide (OSSG) 2nd Edition pg 977-81

1. **A** Combo Problem: $8 \times 3 = \mathbf{24}$ (double or nothing)
2. **E** Write the equation as it is given
3. **C** Chance Problem (Probability is mentioned): # of blue cans / total # of cans = $15/90 = \mathbf{1/6}$
4. **E** How many ratio pairs of integers will reduce to $\frac{1}{2}$?
5. **C** June & August have the least sales. Their neighbors, July & Sept. have the most sales, but the difference between July & Sept. is greater than the difference between June & August, so **August & Sept.** are the least 2 month sales.
6. **D** $AC = 24$. $AB = BC$ so each is 12. $AD = DB$ so each is 6. $DC = DB + BC = 6 + 12 = \mathbf{18}$
7. **B** Rewrite the terms with negative exponents as fractions. Since the fractions have the same denominator, add the numerators. (Clones-3 out of 5 have a 7 as a numerator, mark off (D) & (E), 3 out of 5 have a 10^n so mark off (A) & (C) is the only denominator with 2^n)
8. **B** There's 360° in a circle. $(360^\circ/4) - (360^\circ/5) = 90^\circ - 72^\circ = \mathbf{18^\circ}$ (double or nothing)
9. **B** $f(x)$ is the same as y so the negative values will be below the x-axis

LESSON 6
Math: Multiple
Choice
Continued

10. **C** Each height is one, and the sides of each square base increases by 1: $1 + 2^2 + 3^2 + 4^2 = 30$
11. **A** There are two bases that are 2 so rewrite 4 as 2 squared. Simplify the exponents on the left. When the bases are the same, the exponents have to be equal so $x + 2 = y$. Solve for x.
12. **C** $2 + 3 + 4 = 9$. Big angle $4/9$ minus small angle $2/9 = 2/9$. A triangle has 180° . $2/9$ times $180^\circ = 40^\circ$
13. **D** The cost of the 1st minute is the constant because it doesn't change. That eliminates A & E. The 1st minute is already paid for so the remaining time is $(n-1)$. **That leaves D**
14. **E** The lines are parallel so the missing triangle angle = y° . A triangle has 180° . **$Z = 180 - X - Y$**
15. **C** On the left side of the equation, the n in the denominator cancels one n in the numerator. The remaining left numerator, n, must equal the right numerator, 5. Since $n = 5$, the left denominator is $(5-1)(5+1)$ or 24 which must equal the right denominator.
16. **E** Cost per person is y/m . The unpaid money is $p(y/m)$. The people stuck paying the extra is $(m-p)$. Each of them must pay $py / [m(m-p)]$.

LESSON 7
Math: Student
Response

Section 2 Math Student-Response

The Official SAT Study Guide (OSSG) 2nd Edition pg 951-53

9. Distribute the 3, add 6 to both sides, and then divide by 2. $X = \mathbf{13/2}$
10. Substitute 4 in for x and simplify. $Y = 10$
11. $60 \text{ mi.}/20\text{mpg} = 3 \text{ gallons}$ $3 \text{ gal.} \times 15\text{m/g} = \mathbf{45 \text{ miles}}$
12. 4-sided figures (quadrilaterals) have 360° . Subtract the given interior angles from 360° to get missing angle, 75° . Subtract that from 180° to get the exterior angle, $\mathbf{105}$
13. The 3rd term is the average of the two given numbers. $(20 + 8)/2 = 14$. The 4th term (the average of 14 & 8) is 11, an odd number, so the next average will not be the non-integer: $\mathbf{12.5}$
14. ('Of' means times and 'is' means =) so $X = (1/5 \times 3/10)Z = (3/50)Z$ $\mathbf{3/50}$
15. In a 60° - 30° rt. triangle, the longer leg is square-root-of 3 times the smaller leg. The smaller leg is 8 so the longer leg which is also the side of the square, is 8 square-root-of 3. Square that number to get the square's area, $\mathbf{192}$
16. Since the problem compares the cashews to the mixture, add the two numbers in the ratio to get the mixture's number. Set up a proportion: $2/(5+2) = \text{cashew}/ 4 \text{ lbs.}$ Cashew = $\mathbf{8/7 \text{ lbs.}}$
17. The slope of the x-axis is 0. The slope of line AO is $3/8$ (the y number / the x number). Since the line not shown is between line AO and the x-axis, the slope must be between 0 and $\mathbf{3/8}$.
18. Make a new diagram with median 1351 (the number in the middle) with the numbers written in order. The list already has 2 numbers larger than 1351 but only 1 number smaller than 1351, so another number smaller than 1351 is needed. 1350 is the largest of the numbers smaller than 1351. $\mathbf{1350}$

LESSON 9

Writing: The Essay

Check essays to make sure they have the 6 main points:

SIX MAIN POINTS (Found in Five Scoring Elements)

Example Topic Question: Use the example from the OSSG about “heroes”. Keep in mind this is a yes or no question. Choose one side only.

1. **Explosive Opening** (hook) i.e. quote, statistic, shocking statement, generalization...

Ex. According to *Seventeen Magazine*, 71% of all middle-school bullying stopped when someone spoke up and said something when a fellow student was harassed.

Ex. “Actions speak louder than words” is a famous but very true statement that should be integrated and practiced more in our everyday lives.

2. **Short philosophical statement responding to the prompt/Choosing only one side/Over-view of Thesis**

Ex. Speaking out loudly about injustice is a rare commodity today and these brave souls should absolutely be commended as heroes since most people are too coward to say anything.

Ex. Defining a hero has traditionally been used for those who put their lives on the line and should continue to do so since words can be cheap but action says more and may cost a lot more.

3. **Two-Three concrete examples**

My first example...book I read...”The Last Hero”... My next example...history...Women’s suffrage...

My last example...personal experience...summer camp ...`

LESSON 9

Writing: The Essay

4. **All-encompassing closing that ends with a punch**

Ex. In a time where most people mind their own business and don't want to get involved, voicing one's opinion is a courageous thing to do. A hero by its very definition is someone who steps out of their comfort zone to help someone else. Winston Churchill once said, "Words are the most powerful weapon every person owns."

Ex. As we look at the names embedded in the tombs of the thousands of soldiers who have courageously died to protect our country, it is clear that a hero is one who gave his or her life. To say a hero is anything less is an injustice and a slap on the face to all those who didn't just give lip service but paid the ultimate price.

5. **A few strong vocabulary words sprinkled throughout** (no more than 3)

6. **Five paragraphs**

LESSON 10
Writing: More
Essay Practice

Check essays to make sure they have the 6 main points:

SIX MAIN POINTS (Found in Five Scoring Elements)

Example Topic Question: We Americans live in the greatest country in the world. Should we go to less fortunate parts of the world like Africa or other third world regions and help feed starving children?

1. **Explosive Opening** (hook) i.e. quote, statistic, shocking statement, generalization...

Ex. According to *US News and World Report*, 3 children under the age of seven die of hunger every five minutes in South Africa.

2. **Short philosophical statement responding to the prompt/Choosing only one side/Over-view of Thesis**

Ex. "It is our duty as a blessed nation to share our wealth with those in need so I definitely believe **we should** be over in Africa feeding starving children."

Ex. "As a blessed nation, we have an obligation to our own citizens first so I believe **we should not** go to third world countries to feed starving children but rather go into our own inner cities and eradicate hunger altogether in America."

3. **Two-Three concrete examples**

My first example...book I read..."The Hungry Heart"... My next example...history...Great Depression...

My last example...personal experience...mission trip ...`

LESSON 10
Writing: More
Essay Practice

4. **All-encompassing closing that ends with a punch**

Ex. “As fellow human beings who share the same planet, our obligation should reach beyond our backdoor, our city, our state, our country and we Americans should absolutely include our far away neighbors who are hurting. When we actually reach out and feed Africa’s starving children, we have literally put our money where our mouth is.”

Ex. “As Americans, ‘united we stand’ should be our motto in everything we do. Reaching out to our youngest citizens who are hungry is not only the least we can do but also the most basic of our obligations. This great freedom we have been afforded allows us to have the luxury to stand beside one another and take up the slack when one of us in need.”

5. A few strong vocabulary words sprinkled throughout (no more than 3)
6. Five paragraphs

LESSON 11
Writing:
Sentence
Error

Section 3 Sentence Error

The Official SAT Study Guide (OSSG) 2nd Edition pg 956-57

12. subject-Verb agreement problem
(A) enthusiastically modifies endorsed **(B) SENTENCE ERROR-(“is doesn’t agree with “plans”)** (C) parallel (D) correct preposition (E) N/A
13. Tense problem
(A) “have” agrees with “books” **(B) SENTENCE ERROR-(should be “to be”)** (C) agrees with “adults” (D) correct preposition (E) N/A
14. No error
(A) verb used as a noun (B) “old ones” agrees with “ideas” (C) subject verb agreement (D) “especially” modifies “when” **(E) CORRECT**
15. Incorrect adverb
(A) subject verb agreement with “inexperienced” (B) correct verb phrase (past tense) (C) correct infinitive **(D) SENTENCE ERROR (should be “calmly”)** (E) N/A
16. Subject verb agreement problem
(A) SENTENCE ERROR-(“has doesn’t agree with “details”) (B) idiomatically correct (C) correct adjective/agrees with “announced” (D) correct preposition that modifies “newly” (E) N/A
17. Wrong Verb tense
(A) correct pronoun/agrees with “were” (B) correct superlative (C) correct pronoun/agrees with “athletes” **(D) SENTENCE ERROR (“are” should be “were”)** (E) N/A
18. Neither/Nor problem
(A) Displays change of direction (B) agrees with “biochemists” (C) modifies “experiment” **(D) SENTENCE ERROR (“neither” needs a “nor”)** (E) N/A

LESSON 11
Writing:
Sentence
Error

19. Subject-verb agreement problem
(A) agrees with past tense (Tlingit culture) (B) agrees with past tense **(C) SENTENCE ERROR (should be “their lives” to agree with “ethnographers”)** (D) correct idiom (E) N/A
20. Wrong Verb Tense
(A) SENTENCE ERROR (“spends” doesn’t agree with “sprained”) (B) correct preposition (C) agrees with past tense (D) correct diction (means specifically especially) (E) N/A
21. Idiom problem
(A) SENTENCE ERROR (should be “where” not “that”) (B) correct adverb that agrees with “accelerates” (C) agrees with “change” (D) agrees (object of “change”) (E) N/A
22. Objective Case problem
(A) SENTENCE ERROR should be “me” (remove “Juan and” to see what sounds better) (B) correct diction (C) correct verb phrase (D) agrees with “school’s” (E) N/A
23. NO ERROR
(A) correct idiom (B) correct preposition/agrees with “entertainment” (C) agrees with plural subject “satirists” (D) agrees with the 2 subjects (conservatives/radicals) **(E) CORRECT**
24. Subject-verb agreement problem
(A) agrees with “past” (B) the preposition “under” agrees with pronoun “which” (C) correct comparison (workers/state) **(D) SENTENCE ERROR (“owns” does not agree with “workers”)** (E) N/A
25. Idiom problem
(A) SENTENCE ERROR (should be “to”) (B) agrees with “this young man” (C) correct verb and preposition (D) correct prepositional phrase (E) N/A

LESSON 11
Writing:
Sentence
Error

26. Troubling Pronoun problem
(A) agrees with subjects (B) agrees with cause/effect **(C)**
SENTENCE ERROR (who does “she” refer to) (D) correct
prepositional phrase (E) N/A
27. NO ERROR
(A) agrees with “cheetahs” (B) agrees with “60” (C) verb agrees
with plural subject (D) compares more than 2 things **(E)**
CORRECT
28. Troubling Pronoun problem
(A) SENTENCE ERROR (doesn’t agree with “they”) (B)
plural verb agrees with subjects (C) correct idiom (D) correct
preposition/agrees with “a woman” (E) N/A

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

Section 3 Improving Paragraphs

The Official SAT Study Guide (OSSG) 2nd Edition pg 954-55

1. Avoid “-ing” words
(A) same wrong original sentence (B) no “and” needed **(C) CORRECT-(correct verb tense) SHORTEST ANSWER!** (D) wrong verb tense (E) “are” is plural
2. This is a fragment/comma out of place
(A) same wrong original sentence (B) fragment (C) fragment **(D) CORRECT (“is” makes complete sentence)** (E) run-on
3. Correct as is
(A) CORRECT (B) avoid “ing” words –also present tense (C) awkward (D) “ing” word (E) awkward
4. Modifier problem “they” (states)
(A) same wrong original sentence (B) modifier problem “they” (C) modifier problem “their” **(D) CORRECT (removes obscure pronoun)** (E) too wordy
5. Modifier problem “the house” (the family was driving down the road)
(A) same original sentence (B) starts also with “the house” Mark off right away (C) starts also with “the house” (D) too wordy **(E) CORRECT (fixes modifier problem) SHORTEST ANSWER!**
6. Run-on
(A) same wrong original sentence (B) “which” is incorrect (C) run-on **(D) CORRECT (shows cause/effect with because) SHORTEST ANSWER!** (E) “whose” refers to people
7. Subjects are plural (being should be “are”)
(A) same wrong original sentence **(B) CORRECT (uses “are”)** (C) fragment (D) fragment (E) fragment

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

8. Too wordy
(A) same wrong original sentence (B) not an appositive **(C) CORRECT (now a clause)SHORTEST ANSWER!** (D) fragment (E) too wordy
9. Not logically parallel
(A) same wrong original sentence (B) “is” singular/obscure sounding **(C) CORRECT (adds “for” to “young people”)** (D) not parallel (E) not parallel
10. Troubling pronoun problem “it”
(A) same wrong original sentence **(B) CORRECT (uses “their” for performers)** (C) “is because” is awkward (D) “is because” is awkward (E) wrong verb tense “will”
11. Modifier problem (“Raised in a ...” refers to the subject)
(A) same wrong original sentence (B) modifier problem (C) modifier problem (D) CORRECT (uses “I”) (E) modifier problem

Section 10 Improving Sentences

The Official SAT Study Guide (OSSG) 2nd Edition pg 986-88

****For students using the second edition of the Official SAT Study Guide, please note there is a grading error in the writing section on page 990. The answer to problem 2 should be D, problem 3 should be A, and problem 4 should be D.**

1. Idiom Problem “to think of it” (Subject is “act”)
(A) same wrong original sentence **(B) CORRECT-SHORTEST ANSWER!** (C) idiomatic problem (D) “were” is plural (E) “were” is plural
2. No Error
(A) CORRECT-(same original sentence) (B) “by products” does not agree with “one” (C) awkward and wordy (D) subject does not agree with “are” (E) subject-verb agreement with “for”

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

3. Run-on (needs a conjunction)
(A) same wrong original sentence **(B) CORRECT-(adds “and”)**
(C) subject “biographer” not “biography” (D) subject “biographer”
not “biography” (E) awkward (“being”)
4. No Error
(A) CORRECT-(same original sentence) SHORTEST ANSWER! (B) awkward and redundant (“unlike” and
“different”) (C) too wordy (D) awkward (E) fragment
5. Wrong verb tense (“having” doesn’t agree with “transcended”
(A) same wrong original sentence (B) When” changes meaning
(C) present tense (D) awkward **(E) CORRECT-SHORTEST ANSWER!**
6. Modifier (needs to refer to “tourists” not “task”)
(A) same wrong original sentence (B) same problem modifier
problem (C) present tense (D) too wordy **(E) CORRECT-SHORTEST ANSWER!**
7. Subject-verb agreement problem (“one” and “were”)
(A) same wrong original sentence (B) no semicolon-not 2
complete sentences (C) “were” wrong verb also **(D) CORRECT**
(E) avoid “ing” words (“fearing”)
8. No Error
(A) CORRECT-(same original sentence) SHORTEST ANSWER! (B) pronoun problem (“it”) (C) pronoun problem
(“it”) (D) avoid “ing” words (“becoming”) (E) pronoun problem
(“it”)
9. Modifier Problem (“it” should refer to “strip-mining” not
“damage”)
(A) same wrong original sentence (B) same modifier problem **(C)**
CORRECT (D) awkward (E) modifier problem

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

10. No Error
(A) CORRECT-(same original sentence) (B) avoid “ing” words (“sleeping”) (C) exchanged word (“would” for “could”) (D) run-on/avoid “ing” words (E) awkward “avoid “ing” words
11. Awkward opening “Insofar”
(A) same wrong original sentence (B) wrong verb tense “are” (C) avoid “ing” words “being” (D) too wordy **(E) CORRECT-SHORTEST ANSWER!**
12. Too wordy and redundant (“equally”)
(A) same wrong original sentence (B) same problem (C) avoid “ing” words **(D) CORRECT-(removes “equally”)** (E) wrong word “and”
13. Wrong verb tense “profiting” and “nor” must accompany a “neither”
(A) same wrong original sentence (B) “nor” w/o a “neither” (C) “nor” w/o a “neither” (D) wrong verb tense “profited” **(E) CORRECT-(parallel-“to profit” and “to accept”)**
14. No Error
(A) CORRECT-(same original sentence) (B) “their” is plural and “paint” is singular (C) subject is “availability” and the verb “accounts” does not agree (D) awkward (E) “are” is plural and doesn’t agree with subject

LESSON 12
Writing:
Improving
Sentence and
Paragraphs

Section 3 Improving Paragraphs

The Official SAT Study Guide (OSSG) 1st Edition pg 848-49 The Official SAT Study Guide (OSSG) 2nd Edition pg 958-59

30. Revise to finish thought in sentence 3
(A) sentence is necessary (B) wrong patter (out of order) **(C) CORRECT (more specific)** (D) unnecessary to do this (E) obscure
31. Incorrect punctuation
(A) obscure (“by which”) (B) wrong conjunction (C) wrong verb tense (“plunges”) **(D) CORRECT (needs conjunction/clause cause-effect)** (E) run-on
32. Needs revision
(A) obscure as is (B) too wordy (C) awkward **(D) CORRECT (best revision)** (E) “could” not can
33. Needs to be an intro sentence
(A) irrelevant **(B) CORRECT (connects invention and improvement)** (C) awkward (D) irrelevant (E) irrelevant
34. Incorrect punctuation
(A) run-on (B) wrong pattern (out of order) (C) “but” adds additional info (D) irrelevant **(E) CORRECT (cause-effect) SHORTEST ANSWER!**
35. Least relevant Information needs to be deleted
(A) main idea (B) consistent with main idea (C) important for new idea **(D) CORRECT (“birdcage” irrelevant)** (E) important

REVIEW

Quick Class Overview

To solidify the information and be able to apply it appropriately, go back through *College Prep Genius* and the workbook several times and review missed workbook questions.

Practice

Practice is the key to doing well in nearly all activities including test prep. There are four simple steps to help guarantee you are practicing the correct way.

1. Always use College Board materials (www.collegeboard.com)
2. Pace yourself like the real test
3. Keep records of missed questions (inside CPG's "Journal For Success")
4. Conquer your weaknesses and work on your strengths

Time

There is no instant success! The heaviest studying should start at least three months prior to the actual test day. Making practice a priority can help ensure a student's success to reach a desired test score. Here are some minimum guidelines for test success:

Freshman: Practice an hour a week
Take the October PSAT/NMSQT (3rd week)

Sophomore: Practice two to four hours per week
Take the October PSAT/NMSQT
Summer before junior year, practice ten hours per week for the PSAT/NMSQT

Quick Class Overview

- Junior:** Practice six to ten hours per week and four to six on weekends
Take October SAT (usually first Saturday)
Take October PSAT/NMSQT (It now counts for scholarships!) Take November and possibly December SAT
Take May and/or June SAT
Summer before senior year, study heavy for the SAT
- Senior:** Practice six to ten hours per week if you still need a higher score
Take October and November SAT
Take a spring SAT if you still need a higher score

Quick Class Overview

Critical Reading

Know the root words, prefixes, positive/negative test from the book.

Passage-Based Reading

Identify which of the three question types & remember how to answer each one

Skip the passage except when necessary

Beware of traps that make you pick the wrong answer

Sentence Completion

Pick answers based on key elements (e.g. SCOPE, commas, adjectives, etc.) Watch out for tricks (e.g. imposter words, same subject area)

Predict blank--Predict word

Math

Know your basic math, algebra and geometry rules. Don't work problems in your head. Remember they are testing your critical thinking skills using math as the medium, so approach each question with a critical eye to find out what they really want to know. Make sure you know the math terms in the book.

Diagrams

Always be suspect of math drawings. They may be drawn incorrectly (It is always noted if so!) Missing information (Assume they are incomplete)

Needs one (Always draw one according to the question)

Shortcuts

Learn the fast ways to answer each question

**Quick Class
Overview**

Writing

This section is on both the SAT & PSAT/NMSQT. (Essay is only on the SAT.)

Essay

Know the five scoring elements needed for a perfect score
Practice with topics found in the book/online

Sentence Error/Improving Sentences/Improving Paragraphs

Know the limited concepts and recurring patterns found on
these sections

----- cut here -----

How was the class? _____

What was your favorite part and how will it help you in the future?

Name _____

Email _____

Parent's Name _____

Email _____

CRITICAL READING

- Know the root words, prefixes, positive/negative test from the book

Passage-Based Reading

- Skip reading the passage and identify the three question types. Use the following process to complete the section:
 - a. Skip the Overall Passage Questions at first
 - b. Line Citation Questions—circle the entire line citation, circle the nouns and verbs, eliminate the 4 hidden patterns in COAT, watch out for trap answers, and look above or below line to find the correct answer
 - c. Vocabulary Questions—substitute answer-choice words in sentence and be careful of common meanings
 - d. Go back to Overall Passage Questions—read/underline italicized portion & review opening and closing sentences as you reread circled citations

Sentence Completion

- Read the sentence and circle any of the key elements (Scope Words, Commas, Adjectives, etc.)
- Watch out for tricks (*e.g.*, Imposter Words, Same Subject Area); Predict the blank—Predict the word;

Eliminate wrong answers first; Find the answer that fits perfectly in the blank

MATH

- Know your basic math, algebra and geometry and know the math terms in the book
- Don't work problems in your head and remember they are testing your critical thinking skills using math as the medium so approach each question with a very critical eye to find out what they really are asking

Diagrams

- Always be suspect of math drawings! They may be drawn incorrectly (It is always noted if so.) •Missing information— Assume they are incomplete!
- Every problem needs one—Always draw one according to the question!

Math Shortcuts

- Look to find the fastest way to answer each question (Try to minimize calculations!)

Writing

Essay

- Practice with topics found in the book/online
- Know the key scoring elements found in the book
- Explosive opening /Dramatic Ending
- Short philosophical statement responding to the prompt
- 2-3 Concrete examples
- Sprinkle in a couple of good vocabulary and transition words
- Have 5 paragraphs

Sentence Error/Improving Sentences/Improving Paragraphs

- Know the limited concepts and patterns used on these sections

Sentence Error

- Read the sentences (Look for awkward parts!)
- Rule out prepositional phrases
- Circle subject/underline verb
- Connect each underlined word to what it agrees/modifies

Improving Sentences

- Read the sentence
- Make sure subject/verb agree
- Find the problem (if none-pick answer “A”)
- Eliminate all answers with the same problem (don’t read “A”)

STRATEGY REVIEW

- Eliminate answers that don't contain the correct first word/subject
- Check out the shortest answer first

Improving Paragraphs

- Read and underline first/last lines of each paragraph
- Read questions and find the best revised sentence

Once students have completed the class, they must continue to practice. Here is a step-by-step guide for students to follow broken down by grade. The classification of your student will determine how much time they should be devoting to test prep. The longer one waits to prepare, the less time there is to improve! Students should start preparing as soon as possible. (If students start as early as 9th grade, they will have less need to practice in the later grades.)

Scoring high on standardized exams not only can help students get into the college of their choice but also can aid them in receiving substantial scholarships. Find your student's grade below and use this information as a guideline of how to prepare. *This guideline can also be used for younger students, especially those participating in a 7th grade talent search such as the Duke TIP or Johns Hopkins Center for Talented Youth.*

STRATEGY REVIEW

9th Grade

Students will want to practice for the PSAT/NMSQT in 9th grade. A high score on the PSAT can yield amazing scholarship offers in the junior year. Since it is similar to the SAT, when students practice for the PSAT they are preparing for the SAT as well. Remember to practice with actual College Board materials only. Many guidance counselors keep several years of practice PSATs or leftover booklets from actual tests in their office, so ask for as many of them as possible. (Try more than one school if necessary!) You can get “retired” College Board PSAT/NMSQTs at Amazon or Ebay.

1. From Lesson 1 of the homework, students should have created a separate email for scholarship and college applications. They should have already set up a profile at www.collegeboard.com with their new email address and should be receiving the “Question of The Day” (QOTD) in their inbox nbox via Twitter or the mobile app. If not, do this first.

Students should answer the QOTD on a daily basis, and then store the question in one of three email folders: Writing Questions, Math Questions, and Critical Reading Questions. In three months, students will have numerous questions to go back over in each section. When reviewing the correct answers, the explanations may be vague or worked-out the long way, so analyze them for possible faster scenarios.

2. Spend 20-30 minutes a day working on actual PSAT questions. Work on only one section at a time (*e.g.*, Sentence Completion or Sentence Error). When practicing, students may have their notes open from the book or use the “Strategy Review” in this packet. The acronyms are also a good tool for remembering what to do in each section.
3. Sign-up early at your local school to take the actual PSAT, which will be given in October. Freshmen are allowed to participate in the exam, so if a school objects, parents can

STRATEGY REVIEW

either contact The College Board or try another school. The freshmen scores are only sent to the test-taker, so there is little risk to take it. Taking the PSAT this early can help a student become familiar with the testing environment and this specific test. It can also help identify a student's strengths and weaknesses. The test booklet should be returned to the student at the school or in the mail if home-schooled (Use State Homeschool Code).

4. After 3 months of daily practice — isolating different sections every time — students should take a full-length test. Record the score in the “Journal for Success”.
5. Continue daily practice and answering the QOTD.
6. Every 3 months, pick one or two days a week and go back over the previous QOTD questions starting from the earliest. Keep in mind that the same type of test questions are written over and over again so you are working actual or similar problems that can be found on the real test.
7. Take a full-length timed PSAT every 3 months. (Note improvements!)
8. Students should continue practicing like above over the summer so they don't forget the strategies and recurring patterns found on the test.

10th Grade

Continue (or start) practicing for the PSAT (which is also written by the SAT writers) because a high score (depending on your state) can yield amazing scholarship offers. Since it is similar to the SAT, students are not wasting time because their practicing will also help them on the SAT later on. Remember to practice with actual College Board materials only. Many guidance counselors keep several years of practice PSATs or leftover book-lets from actual tests in their office, so ask for as many of them as possible. (Try more than one school if necessary!) You can get “retired” College Board PSAT/NMSQTs at Amazon or Ebay.

1. From Lesson 1 of the homework, students should have created a separate email for scholarship and college applications. They should have already set up a profile at www.collegeboard.com with their new email address and should be receiving the “Question of The Day” (QOTD) in their inbox via Twitter or the mobile app. If not, do this first.

Students should answer the QOTD on a daily basis, and then store the question in one of three email folders: Writing Questions, Math Questions, and Critical Reading Questions. In three months, students will have numerous questions to go back over in each section. When reviewing the correct answers, the explanations may be vague or worked-out the long way, so analyze them for possible faster scenarios.

2. Spend 45 minutes to an hour a day working on actual PSAT questions. Work on only one section at a time (*e.g.*, Sentence Completion or Sentence Error). When practicing, students may have their notes open from the book or use the “Strategy Review” in this packet. The acronyms are also a good tool for remembering what to do in each section.
3. Sign-up to take the actual PSAT, which will be given in October. Sophomores are allowed to take it, so sign-up early

STRATEGY REVIEW

at the school to make sure they have a place. The scores do not count but can help a student become familiar with the testing environment. This practice PSAT can also help identify a student's strengths and weaknesses. The test booklet should be returned to the student at the school or in the mail if homeschooled (Use State Homeschool Code).

4. After 2 months of daily practice (concentrating on a different section each day), take a full-length timed PSAT. Record your score in the "Journal for Success".
5. Continue daily practice and answering the QOTD.
6. Every 2 months, pick one or two days a week and go back over the previous QOTD questions starting from the earliest. Keep in mind that the same type of test questions are written over and over again so you are working actual or similar problems that can be found on the real test.
7. Take a full-length timed PSAT every 2 months and a timed SAT every 3 months. (Use actual tests from *The Official SAT Study Guide*, etc.)
8. Sign-up and take two to three actual SATs in the sophomore year (*e.g.*, December, March, June). Keep in mind that colleges generally take the highest scores and students do not have to send their scores to any college at this time.
9. The summer before the junior year should be a student's heaviest time studying for the PSAT. (You can treat it like a part-time job that can yield tremendous benefits as well as free college money!)

Practice 6-10 hours per week (go over 2-3 sections of practice PSATs and SATs daily) and 4-6 hours on the weekends. Take at least one full-length timed PSAT and SAT a week. Use only College Board tests! See CPG book for more resources.

11th Grade

Continue (or start) practicing for the PSAT (which is also written by the SAT writers). This is the year that the PSAT counts for big scholarship money! Since it is similar to the SAT, when students practice for the PSAT they are preparing for the SAT as well. Remember to practice with actual College Board materials only. Many guidance counselors keep several years of practice PSATs or leftover booklets from actual tests in their office, so ask for as many of them as possible. (Try more than one school if necessary!) You can get “retired” College Board PSAT/NMSQTs at Amazon or Ebay.

1. From Lesson 1 of the homework, students should have created a separate email for scholarship and college applications. They should have already set up a profile at www.collegeboard.com with their new email address and should be receiving the “Question of The Day” (QOTD) in their inbox via Twitter or the mobile app. If not, do this first.

Students should answer the QOTD on a daily basis, and then store the question in one of three email folders: Writing Questions, Math Questions, and Critical Reading Questions. In three months, students will have numerous questions to go back over in each section. When reviewing the correct answers, the explanations may be vague or worked-out the long way, so analyze them for possible faster scenarios.

2. Since the PSAT is around the corner, spend 1-2 hours a day working on actual PSATs. Work on only one section at a time (*e.g.*, Sentence Completion or Sentence Error). When practicing, students may have their notes open from the book or use the “Strategy Review” in this packet. The acronyms are also a good tool for remembering what to do in each section.

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3. Take a full-length timed PSAT every week until the actual test. (If you don't have enough PSATs, use SATs for practice instead.)
4. Sign-up early at www.collegeboard.com to take the October SAT. This can greatly help students on the PSAT that is offered a few weeks later.
5. Sign-up to take the actual PSAT which is only administered in October. Make sure to sign up early because spaces are limited. You must go to the actual school or testing location to sign up. You cannot sign up online. The test scores for juniors count toward The National Merit Scholarship. Qualifying scores for the scholarship recognition will depend on your specific state. (A perfect score is 240!) The test booklet will be returned to the students first, and then by the end of the year students will receive their score. Homeschooled student will have to put their state's homeschool code on their tests in order to receive the booklet back. Formal mail notifications for scholarship winners will be received a few months later. If you as a junior have missed this PSAT, you can always take advantage of "The Alternative Testing Method" which will also count towards The National Merit contest—see CPG for more information.
6. Now is the time to continue with practicing for the SAT. (The only difference between the SAT and PSAT is that the SAT adds an essay and Algebra 2, and it is longer.)
7. Practice 6-10 hours a week with actual College Board tests (e.g., *The Official SAT Study Guide*, free booklets from the counselor's office, etc.).
8. After 2 months of daily practice (concentrating on a different section each day), take a full-length timed PSAT. Record your score in the "Journal for Success".

STRATEGY REVIEW

9. Continue daily practice and answering the QOTD.
10. Every 2 months, pick one or two days a week and go back over the previous QOTD questions starting from the earliest. Keep in mind that the same type of test questions are written over and over again so you are working actual or similar problems that can be found on the real test.
11. Take a full-length timed SAT every 2 months.
12. Sign-up to take at least another 2-3 actual SATs in the junior year (*e.g.*, December, February, May). Keep in mind that colleges generally take the highest scores and students do not have to send their scores to any college at this time.
13. If a student hasn't received his or her desired score yet, use the summer before the senior year to study heavily for the SAT. (You can treat it as a part-time job that can yield tremendous benefits and college money!) Practice 6-10 hours per week (go over 2-3 sections of practice PSATs and SATs daily) and 4-6 hours on the week-ends. Take at least one full-length timed PSAT and SAT a week. Use only College Board tests! See CPG book for more resources.

12th Grade

Continue (or start) practicing for the SAT. Remember to use actual College Board materials only (*e.g.*, *The Official SAT Study Guide*, free booklets from the counselor’s office, etc.).

1. From Lesson 1 of the homework, students should have created a separate email for scholarship and college applications. They should have already set up a profile at www.collegeboard.com with their new email address and should be receiving the “Question of The Day” (QOTD) in their inbox via Twitter or the mobile app. If not, do this first.

Students should answer the QOTD on a daily basis, and then store the question in one of three email folders: Writing Questions, Math Questions, and Critical Reading Questions. In three months, students will have numerous questions to go back over in each section. When reviewing the correct answers, the explanations may be vague or worked-out the long way, so analyze them for possible faster scenarios.

2. If your student still needs a higher SAT score, take the SAT in October, November and December. (You can sign up online at www.collegeboard.com.) If you are practicing correctly, your scores should increase each time. Depending on the deadlines—and whether you are applying for “Early Decision” or not—turn in the best score to the college(s). Keep in mind that some colleges will even allow you to turn in a better score after the initial application deadline, which can yield more scholarship money.
3. Practice 6-10 hours a week and 6-8 hours on the weekend with actual College Board tests (*e.g.*, *The Official SAT Study Guide*, free booklets from the counselor’s office, etc.). Once a week take a full-length timed SAT test. Record your score in the “Journal for Success”.

STRATEGY REVIEW

4. Continue daily practice and answering the QOTD.
5. Each month, pick one or two days a week and go back over the previous QOTD questions starting from the earliest. Keep in mind that the same type of test questions are written over and over again so you are working actual or similar problems that can be found on the real test.
6. Take a full-length timed SAT every weekend.
7. In January, if a student still needs/wants a higher score, schedule the March and May SAT. (Keep in mind that colleges generally take the highest scores and students do not have to send their scores to any college right away.)
8. Turn in the best score to the college of your choice before any final deadlines. (Keep in mind, most colleges will give you a “Super Score” and combine the highest scores from different sections on different tests.)

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