

WHITE LABEL
SAT PROGRAM
STUDENT WORKBOOK
SAMPLE

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○ What the SAT is Like ○

How long is it?

It is long. In fact, it is almost 4 hours in length when you include the “optional” essay. It consists of 3 hours of multiple choice (and a tad bit of grid-in) testing, split into five sections, plus one 50-minute essay.

- Section 1: **Reading Test** - 65 Minutes, 52 Questions
- Section 2: **Writing and Language Test** - 35 Minutes, 44 Questions
- Section 3: **Math Test (No Calculator)** - 25 Minutes, 20 Questions
- Section 4: **Math Test (Calculator)** - 55 Minutes, 38 Questions
- Section 5: **Essay** - 50 Minutes

What’s in each section?

- **Reading**
 - Five long passages (one of those 5 will be a ‘double passage’)
 - 13-minutes per passage
 - Reading comprehension
 - Some chart and table analysis
- **Writing and Language**
 - Four passages
 - 8-minutes, 45-seconds per passage
 - Grammar
 - Editing and rhetoric
 - Logical flow
 - Some chart and table analysis
- **Math**
 - Arithmetic, *including freehand calculations!*
 - Algebra I and Algebra II
 - Geometry
 - Trigonometry
 - 25-minute no calculator section: 1-minute, 15-seconds per question
 - 55-minute calculator section: almost 1-minute, 30-seconds per question

- **Essay**
- Always the same prompt—analyzing a text—but every test will have a different passage to analyze.
- In your analysis, you have to explain how the author builds her/his argument with respect to: (1) the evidence the author draws on; (2) the development of the author’s ideas and the author’s evidentiary support of claims; (3) the stylistic or persuasive elements the author deploys in order to strengthen her/his ideas.

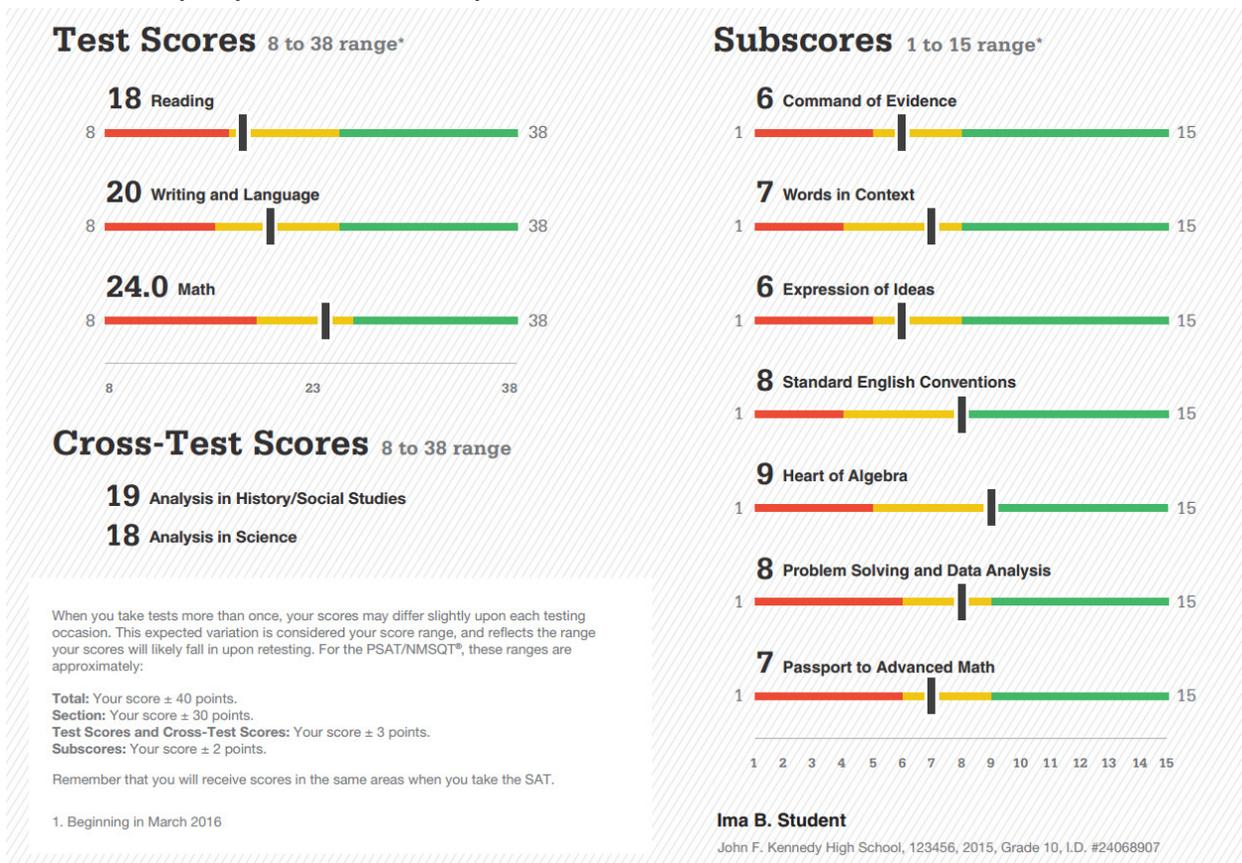
How’s it scored?

- Total (composite) score: 1600
- The Reading and Writing & Language tests are combined into one section called “Evidence- Based Reading and Writing.” The two Math tests are combined into one section called, “Math.” Each of these two sections—(1) Evidence-Based Reading and Writing and (2) Math— has a raw score that is converted to a scaled score from 200-800. Put together, the Total Score one could get on the New SAT will be between 400-1600.
- There is no penalty for guessing! Yep, wrong answers don’t hurt you. So don’t leave any questions blank!

SCORING AND TIMING

		
Reading and Writing	Math	Essay
200-800 points	200-800 points	6-24 scored separately
1 hour and 40 minutes	1 hour and 20 minutes	50 minutes

- The essay score is **separate** from the composite score for the test. In other words, the essay has no effect on your overall score. Should you write the essay then? Yes!!! Colleges will still want to see how you do on this essay (though it's technically optional. Here's how it's scored:
- You will receive scores ranging from 2-8 in three areas: reading, analysis, and writing.
- Two different graders will read your essay and each grader will provide a score from 1-4 for each of those three categories. Those scores are then added up to give you your final score for each category.
- You will receive a fairly detailed score analysis from the CollegeBoard. That report will show you your scores at many levels.



How do your results get to the colleges you are applying to?

- You arrange where scores are sent through the CollegeBoard website by using the Score Choice service.
- As part of the cost for registering to take the test, the CollegeBoard will allow you to send your scores to a few schools. But additional schools will come with additional costs.

- *Do not forget to register for the test! We cannot sign you up for the SAT. You must take care of this.*
- Do you have to write the essay? No, but you should do it at least once.
- Can colleges read your essay? Yes.
- Will the college you are applying to superscore your multiple SAT results? Most colleges do, but do some research to find out for sure whether the school you are applying to does or doesn't.

What's a good score?

It all depends on what your goals are. What are some schools you would like to go to? What sort of scores do those schools take?

Note: The scores posted below are prognoses. The CollegeBoard will not release a concordance between the Old and New SAT, and between the New SAT and ACT, until May or June of 2016. Until then, no one can know for sure what scores different schools will expect.

School	Score
Ivy League	1460+
Just below Ivy League	1380+
Duke	1330-1530
UNC - Chapel Hill	1210-1430
NC State	1050-1280
Appalachian State	1020-1200
UNC - Greensboro	980-1160
UNC - Pembroke	860-1010

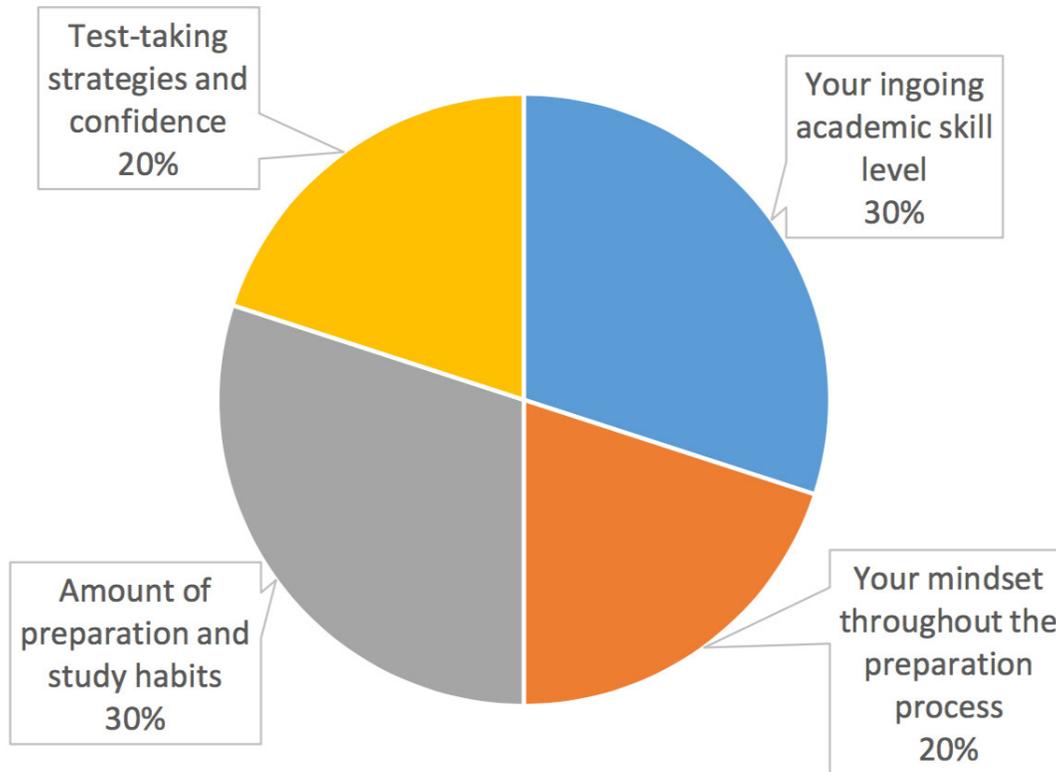
Write in a few of your own...

What scores do they require?

Look up online the score ranges for each school you are considering and use that information to establish your target score.

A good score is meeting the goal that you set for yourself!

What determines performance on the SAT?



What percentage of test performance is determined by intelligence?

That's right, 0%!

What does this pie chart tell us?

- *You do have a lot of control over your success on this test.* While each student's ingoing academic skill level may vary, every student can strive to make sure that the remaining 70% of performance factors in this pie chart are hitting optimal levels.
- *You have to own your test prep program.* We're here to help in every way possible, but ultimately, you have to commit yourself to this process, invest your energy, and make time to study.
- *Psychological aspects are just as important as mastering test content and strategies.* While we will spend ample time working on content and strategies for the test, we must never forget to continually check in on our mental status.

○ Test Psychology ○

Mindset

How do you react when you can't figure out a problem?

Your Mindset Right Now: Mindset Profile

Do you agree or disagree?	Disagree a lot	Disagree	Disagree a little	Agree a little	Agree	Agree a lot	Profile Number
No matter how much intelligence you have, you can always change it a good amount.	1	2	3	4	5	6	
You can learn new things, but you cannot really change your basic amount of intelligence.	6	5	4	3	2	1	
I like schoolwork best when it makes me think hard.	1	2	3	4	5	6	
I like schoolwork best when I can do it really well without too much trouble.	6	5	4	3	2	1	
I like schoolwork that I'll learn from even if I make a lot of mistakes.	1	2	3	4	5	6	
I like schoolwork best when I can do it perfectly without any mistakes.	6	5	4	3	2	1	
When something is hard, it just makes me want to work more on it, not less.	1	2	3	4	5	6	
To tell the truth, when I work hard at my schoolwork, it makes me feel like I'm not very smart.	6	5	4	3	2	1	

Mindset Assessment Profile Total: _____

What your Mindset Profile Number Means

If your profile number falls into this range:	Then your mindset assessment profile is:
8-16	You strongly believe that your intelligence is fixed—it doesn't change much. If you can't perform perfectly you would rather not do something. You think smart kids don't have to work hard.
17-24	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it, and you also don't really like to put in a lot of work. You may think that learning should be easy.
25-32	You haven't really decided for sure whether you can change your intelligence. You care about your grades, and you also want to learn, but you don't really want to have to work too hard for it.
33-40	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more important to learn than to always score well.
41-48	You really feel sure that you can increase your intelligence by learning, and you like a challenge. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it.

Does this seem accurate or surprising? Is your mindset something you think about much?

The Two Mindsets

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
• avoid challenges	• embrace challenges
• give up easily due to obstacles	• persist despite obstacles
• see effort as fruitless	• see effort as path to mastery
• ignore useful feedback	• learn from criticism
• be threatened by others' success	• be inspired by others' success

Understanding the Growth Mindset

- The brain—your mind—is a muscle that can be strengthened with effort. Yep, intelligence,— intellectual, emotional, social—can be improved by applying yourself to meaningful and focused tasks. Arnold Schwarzenegger was not born with his biceps. Through thousands of reps, he built them. Albert Einstein was not born with an innate capacity for understanding physics. His genius in the field is the result of committed practice. As Einstein himself puts it, “It is not that I’m so smart. But I stay with the questions much longer.”

- A fixed mindset thinks that the brain has reached its potential. Mistakes are not opportunities for growth, but are indications of limitations. A mistake demonstrates that you've peaked, that there will be no improvement beyond this point. The fixed mindset thinks that Schwarzenegger was benching 350 lbs from the cradle because it can't imagine that when Schwarzenegger started lifting, he could only do 100 lbs. It thinks that Einstein's first words were, " $e=mc^2$." Obviously, such thoughts are absurd. There is no such thing as peaking when it comes to your brain's capabilities. Keep doing reps, and it will strengthen!
- Grit, perseverance, and patience are the three best friends of a growth mindset.
- *Start celebrating effort, not results!*

Mistakes, big or small, are not your enemy. They are your friendly instructors who provide you with opportunities for growth. Don't shut down or become frustrated when you get something wrong. Instead, maintain a **growth mindset**. Because hey, in truth, *everybody* gets stuff wrong on this test. But not everyone makes the most of their mistakes. Be the one who makes the most of your mistakes. It's easy to have success swag. But the *most* successful actually have a lot of slip-up swag. Sport your slip up swag!

Can you think of moments in your own life when you approached something with a growth mindset and it paid off? What about vice versa?

SAT Math Overview



Approaches and Best Practices

Key Takeaways

Algebra & Words

Pacing

No Calculator vs Calculator

Top Five Overall Strategies

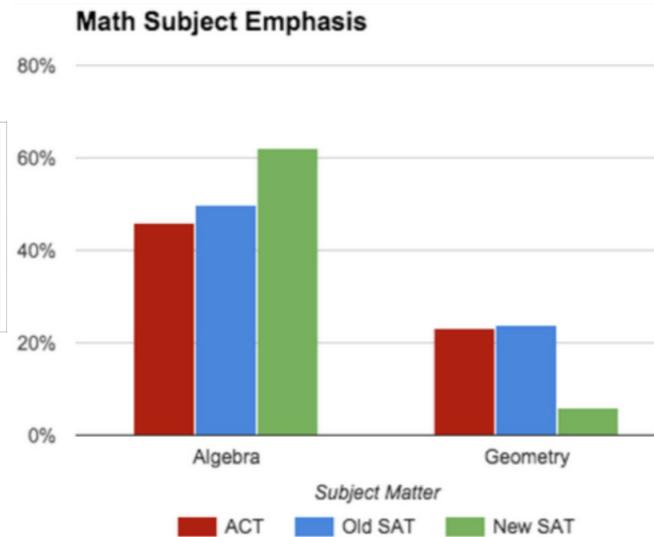
Math Facts you Have to Know

○ What the Sections are Like ○

Two Areas of Emphasis: Algebra & Words

- The no calculator test and the calculator test both have a big emphasis on algebra.

Math Subject Focus				
Test	Algebra	Geometry	Arithmetic/Data Analysis	Trigonometry
Old SAT	50%	24%	26%	0%
ACT	46%	23%	24%	7%
New SAT	62%	6%	30%	2%



- This means that you might need to do some review of working with polynomials, quadratics, and the arithmetic maneuvers that you'll have to use while working on algebraic problems.
- The SAT also has a lot of wordy problems, but the majority of those wordy problems are found in the calculator test.

Math-in-Context: A Cross-Test Comparison		
Test	Contextual	Conceptual
Old SAT	27%	73%
ACT	36%	64%
New SAT	53%	47%

New SAT: Testing Math through "Realistic" Word Problems		
Section	Contextual	Conceptual
No Calculator Section	24%	76%
Calculator Section	69%	32%

- This means that you'll need to read problems carefully and become skilled at noticing what is and is not important.

Pacing

- Go at the pace that will maximize your score. Moving fast enough in order to solve every single problem may not be the best thing for you. Talk to your tutor about how many problems you should focus on. If you don't solve every problem, though, make sure that you guess on the questions you don't have time to get to!
- Use the order of difficulty to your advantage! Both the no-calculator and the calculator sections follow a rough order of difficulty. The multiple choice questions on both tests go from easy to hard. Then the difficulty resets once you hit the grid-in portions, which also go from easy to hard. Focus on knocking out the easy to medium problems first. Save the hard problems for last.

No Calculator vs. Calculator

- The no calculator test on the SAT is the hardest section. Not only do you get less time per problem than you do on the calculator test, but you also can't use a calculator!
- But the bad news doesn't stop there... The calculator test has no calculator moments. Even the calculator test has several problems where knowing how to work without a calculator is much more advantageous than working with a calculator
- *To get used working without a calculator, start using a calculator less on all of the math that you do.*

No Calculator Test: Things you need to Know

- Mental Math
- Adding/subtracting two digit numbers
 - $35 + 19 =$ _____
 - $29 - 45 =$ _____
- *Tip:* Memorize the times tables through 12
 - $(7)(12) =$ _____
 - $(8)(3) =$ _____
- *Tip:* Multiplying a single digit by two digit numbers
 - Strategy: take the problem, $(18)(7)$. here, you can first find $(8)(7)$, which is 56. But there is 10 leftover. Now multiple $(10)(7)$, which is 70. Now just add 70 and 56 to get 126.
 - $(54)(2) =$ _____
 - $(23)(9) =$ _____

- Working with negatives
 - $(2x+7) - (x - 3) =$ _____
- Memorize common fraction to decimal conversions
 - $1/4 =$ _____
 - $1/2 =$ _____
 - $3/4 =$ _____
 - $1/3 =$ _____
 - $2/3 =$ _____
 - $1/5 =$ _____
 - $3/5 =$ _____
- Finding percentages, especially in multiples of five
 - Strategy: take the problems, $(.60)(123)$. Well, first find 10% of 123, which is 12.3.
Now multiply that number by 6 in order to get 60% of 123, and you end up with 73.8.
 - 40% of 30 = _____
 - 5% of 82 = _____
- Free Hand Math
 - Adding/subtracting multi-digit numbers (including decimals)
 - $568 + 72 =$ _____
 - $19.4 - 8.7 =$ _____
 - Multiplying multi-digit numbers (including decimals)
 - $(385)(43) =$ _____
 - $(14.79)(2.8) =$ _____
 - Long division
 - $297 \div 15 =$ _____
 - $6946 \div 8 =$ _____
 - Adding/subtracting fractions (find a common denominator)
 - $3/8 + 4/9 =$ _____
 - $6/5 - 3/15 =$ _____
 - Simplifying, multiplying, and dividing fractions
 - $(7/9)(3/5) =$ _____
 - $9/16 \div 3/4 =$ _____

Calculator: Things you need to Know

- Don't immediately go to your calculator!
 - Take a moment to get the big picture before jumping to your calculator.
 - Oftentimes, problems can and should be solved without using the calculator.
 - Be careful with quadratic equations! Don't automatically graph every quadratic equation that you see. For example, finding where two lines intersect is usually easier without a calculator.
- Advice for when you use your calculator
 - Set up the problem on paper first.
 - Don't punch in the wrong number.
 - Write results down while solving the problem if there are multiple steps.

Want to flex your no calculator muscle? Try the problems listed below from SAT Practice Test #1 that relate to concepts we just covered.

Section # followed by Question #

- 3.5 (working with negatives)
- 3.11 (adding decimals)
- 3.13 (fractions)
- 4.36 (no need for a calculator)

○ Strategies & Formulas ○

Top Five Overall Strategies

1. *Write Everything Down*

- If you want to do well on these math sections, then you need to avoid doing all of the work in your head.
- Set up problems on the paper, not in your head.
- Don't do calculations in your head that are too complex.

2. *Underline Important Information*

- Remember, these problems can be very wordy. It's helpful to underline important information.
- Things to underline:
 - What the question is asking for
 - Mathy words: odd/even, positive/negative, rational/irrational, complex number, integer, product, difference, sum, etc.
 - Italics or all caps
 - Units and unit conversions
 - Maximum/minimum
 - Most/least
 - Greater than or less than
 - Spatial measurements: length, width, perimeter, area, volume, radius, diameter, circumference

3. *Simplify Wordy Questions*

- Break the question into smaller parts.
- Try to translate the question into an algebraic equation.

4. *Pick Numbers*

- For some problems, you can make them easier by coming up with numbers to work with.
- When picking numbers to help you solve, avoid using 0, 1, or 2. Also make sure to check all the answer choices before you move on.

5. *Work Backwards*

- For some problems, you can make them easier by coming up with numbers to work with.
- When picking numbers to help you solve, avoid using 0, 1, or 2. Also make sure to check all the answer choices before you move on.

Try out these strategies on the problems listed below from SAT Practice Test #1

Section # followed by Question #

- 3.8 (Pick Numbers)
- 3.14 (Pick Numbers)
- 4.20 (Pick Numbers)
- 4.31 (Pick Numbers)
- 3.9 (Work Backwards)
- 4.8 (Work Backwards)
- 4.10 (Work Backwards)
- 4.11 (Work Backwards)
- 4.19 (Work Backwards)

Formulas to Memorize

Don't forget that *the SAT* gives you some formulas at the beginning of the math section, like various area formulas, special right triangle dimensions, and so forth. You will need to use the formulas that they provide. So don't hesitate to look there if you need to. Below are some other formulas that you will need to memorize.

Mean, Median, Mode

Mean:

Median: _____

Mode: _____

Arithmetic & Geometric Sequences

Arithmetic Sequence: _____

example:

Geometric Sequence: _____

example:

Absolute Value & Inequalities

Solving for a variable in an absolute value problem:

Dividing or multiplying by a negative across the inequality:

$$|-4x - 5| < 11$$

Statistics Terms

Negative and Positive Association: _____

Direct and Indirect Relationship: _____

Population Size: _____

Sample Size: _____

Random Samples: _____

Exponents

Parallel Lines with an Intersecting Line

Sum of the Interior Angles of a Polygon

"Regular" = _____

Similar Triangles

1) _____ 2) _____

Any one side of a triangle must be...

1) _____

2) _____

Algebra & Linear Equations



Key Takeaways:

Linear Equations

Linear Inequalities

Linear Functions

Systems of Equations

Isolating Quantities

○ Solving Linear Equations and Linear Inequalities ○

- “No solution” means nothing could possibly ever work for the variable.
- Remember to flip the sign when multiplying or dividing by a negative in an inequality.
- Be sure to do only as much work as needed—only solve for what they are asking you to solve for: not more, not less.
- You always have to do the same thing to BOTH SIDES of the equal sign.

Try these

1. $4c + 5 < 4c + 3$

Which of the following best describes the solutions to the inequality shown above?

- A) All real numbers
- B) $c < \frac{1}{2}$
- C) $c > \frac{1}{2}$
- D) No solution

2. If $9 \geq 4x + 1$, which inequality represents the possible range of values of $12x + 3$?

- A) $12x + 3 \geq 17$
- B) $12x + 3 \leq 17$
- C) $12x + 3 \geq 27$
- D) $12x + 3 \leq 27$

3. $6 = -s + 77$

Given the above equation, what is the value of $1 + 5(77 - s)$?

- A) -739
- B) -29
- C) 31
- D) 741

4. If $16 - 7w = w + 14 - 6w$, what is the value of $w - 1$?

- A) -2

- B) 0
C) 1
D) -3
5. $\frac{1}{2} + \frac{2}{5}x = x - \frac{3}{4}$, what is the value of x ?
A) $\frac{3}{4}$
B) $\frac{25}{12}$
C) $-\frac{25}{12}$
D) $-\frac{3}{4}$
6. If $-18 \geq 6 - 12ax$, which inequality represents the possible range of values of $1 - 2ax$?
A) $1 - 2ax \geq -23$
B) $1 - 2ax \leq -23$
C) $1 - 2ax \geq -3$
D) $1 - 2ax \leq -3$
7. $\frac{3}{2}q \leq \frac{9}{2}q - 18$
Which of the following best describes the solutions to the inequality shown above?
A) $q \leq 3$
B) $q \geq 3$
C) $q \leq 6$
D) $q \geq 6$
8. 8. If $9 < 15mz - 8 < 27$, where m is a positive constant, what is the possible range of values of $\frac{8}{3} - 5mz$?
A) Any value greater than -3 or less than -9
B) Any value greater than -9 and less than -3
C) Any value greater than $-\frac{7}{3}m$ or less than $-\frac{17}{15}m$
D) Any value greater than $-\frac{17}{15}m$ and less than $-\frac{7}{3}m$

○ Interpreting Linear Functions ○

- Some questions will ask what a variable or a number in an equation *means*. You won't have to solve for anything in these problems.
- You might want to put in numbers that make the problem work out, just so you can be more concrete about what's going on.
- You might even want to plug-in 2 different sets of numbers and see what changes, if you're still not sure what's going on with the equation.
- You can also simply plug in the answer choices and see what makes sense.
- It's all about moving from the ABSTRACT to the CONCRETE.

Try these

1. $5.5B + 4R = 28$

The above equation is true if Jaxon buys B pounds of blueberries and R pounds of raspberries at a farm where blueberries cost \$5.50 per pound and raspberries cost \$4.00 per pound.

According to the equation, how much does Jaxon spend in total on both types of berries?

- A) \$9.50
- B) \$22.00
- C) \$28.00
- D) \$56.00

2. $T = 10m + 40$

Katie decides to cook a steak. The interior temperature, T, of the steak, in degrees Fahrenheit ($^{\circ}\text{F}$), after cooking for m minutes is given in the equation above. What does the 10 mean in the equation?

- A) The interior temperature is 10°F when Katie starts cooking the steak.
- B) The interior temperature of the steak increases by 10°F for every minute it is cooked.
- C) The interior temperature of the steak decreases by 10°F for every minute it is cooked.
- D) The interior temperature of the steak will increase a total of 10°F while being cooked.

3. $S = 40,000 + 500c$

Jaden started a new job selling drones. He earns a base salary plus a commission for every drone he sells. The equation above gives Jaden's annual salary, S , in dollars, after selling c drones. Based on the equation above, what is Jaden's base salary?

- A) \$39,500
- B) \$40,000
- C) \$40,500
- D) \$50,000

4. The equation $m = 7(13 - w)$ represents how much money, m , Sarah has in her bank account after w weeks. After how many weeks would Sarah have no money in her bank account?

- A) 7 weeks
- B) 11 weeks
- C) 13 weeks
- D) 19 weeks

5. The cost of renting a moving truck can be found using the equation $C = 19.95 + 0.89m$, where C is the total cost and m is the number of miles driven. What is the best interpretation of 0.89 as shown in the equation?

- A) The total cost increases by 89 cents for each mile driven.
- B) The total number of miles increases by 0.89 for each increase of 1 mile.
- C) The moving company charges a flat fee of 89 cents to rent a moving truck.
- D) Driving 0.89 miles costs \$19.95.

6. The number of people, n , infected by a given disease d days after May 7 is given by the equation $n = 5d + 23$. What is the best interpretation of 23 as shown in the equation?

- A) The number of people infected increases by 23 people each day.
- B) The maximum number of people that can be infected is 23.
- C) The number of people infected decreases by 23 people each day.
- D) There were 23 people infected on May 7.

7. Jamal saves rain water to save on his water bill. His monthly water bill, w , in dollars, when he uses b barrels is given by the equation $w = 3.5(11-b)$. What is the best interpretation of 11 in the equation?

- A) Jamal is currently using 11 rain buckets.
- B) The water bill is 0 dollars when Jamal uses 11 rain buckets.
- C) The water bill is 11 dollars without rain buckets.
- D) The water bill decreases by 11 dollars for each additional rain bucket.

8. The number of shark attacks, s , when the temperature is d degrees above 50 degrees fahrenheit is given by $s = 5 + 1.7d$. What is the best interpretation of 5 as shown in the equation?

- A) There are 5 shark attacks when the temperature is 50 degrees.
- B) The number of shark attacks increases by 5 when the temperature increases by 1 degree.
- C) There are 5 shark attacks when the temperature is 51.7 degrees.
- D) The number of shark attacks decreases by 5 when the temperature increases by 1 degree.

○ Graphing Linear Equations ○

Here's what you need to know:

- $y = mx + b$
- “m” is the slope
- “b” is the y-intercept
- perpendicular slopes are *negative reciprocals* of each other
- slope formula $\frac{y_2 - y_1}{x_2 - x_1}$
- the x-intercept is where the line crosses the x-axis

Try these

1. Which of the following sets of points forms a line that is parallel to $4y = x + 9$?
 - A) (4,3) and (5,4)
 - B) (5,2) and (4, -2)
 - C) (2,5) and (-2, 4)
 - D) (3,4) and (4,5)

2. Which of the following is an equation of the line A graphed in the xy-plane that passes through the point (-1, 3.5) and is *perpendicular* to the line B whose equation is $x + 4.5 = 0$?
 - A) $x = -1$
 - B) $x = 3.5$
 - C) $y = 3.5$
 - D) $y = 4.5$

3. What is the x-intercept of $y = 3x - 15$?
4. If a line has a slope of -3 and passes through the point $(5, -4)$, what is its y-intercept?
5. Line s in the xy -plane contains points from Quadrants II and III but not points from Quadrants I and IV. Which of the following must be true?
- A) The slope of line s is positive.
 - B) The slope of line s is zero.
 - C) The slope of line s is negative.
 - D) The slope of line s is undefined.

*Try out these strategies on these problems from SAT Practice Test #1:
Section 3, question 12 and Section 4, questions 15-16*

SAT Reading Overview



Approaches and Best Practices

Key Takeaways:

Types of Passages

Pacing

Interrogating

Underlining

Annotating

Summarizing

○ What the Section is Like ○

Types of Passages & Pacing

- The SAT Reading Test has five passages
- 1) **Fiction:** a classic or contemporary work of US or world literature
- 2) **Historical Literature:** a passage from either a US founding document (like the Constitution) or a great global conversation (like a speech from Nelson Mandela)
- 3) **Social Science:** a selection from economic, psychology, sociology, or some other social science
- 4) **Science (with infographics):** a passage involving Earth science, biology, chemistry, or physics
- Either the Historical Literature or one of the Science passages will actually be a **double passage**.
- Make sure to work through the double passage as follows:
 - Read passage 1
 - Answer passage 1 questions
 - Read passage 2
 - Answer passage 2 questions
 - Lastly, answer questions that are about both passages
- You don't have to read the passages in order! Every SAT has **one passage that is more difficult than the rest**. That passage will **not be the Fiction passage**, but it will be the oldest passage among all of the others. *Save that passage for last!*
- As for the rest of the passage, do the ones that you find easier first. Saver the harder ones for last.
- Pacing: If you are going to finish the whole section, then go at a **13-minute pace** per passage.

Take a look at the Reading Test from SAT Practice Test #1. Can you spot the most difficult passage?

○ Active Reading ○

*On the SAT, always **read the passage before going to the questions**. This doesn't mean that you won't be looking back at the passage while you're answering the questions. In fact, you should be looking back at the passage often. But reading the passage first is the best way to excel on the questions. When you're reading, though, you want to read effectively by incorporating the active reading strategies below!*

Interrogating

- What tends to happen when you sit down to read a textbook assignment from a class that bores you to death? That's right, none of it sticks. You can't let that happen on a timed reading test.
- Interrogate the text. Instead of being a passive reader, letting the text just tell you stuff without processing it, turn the tables and be an active reader. *While* you read, ask the text some questions. Imagine sitting with the text in an interrogation room. Dialogue with the text. Force it to explain itself to you by asking it questions that will help you understand it.
- Sentence Chunks
 - What do these few sentences mean?
 - What is the author trying to accomplish with these few sentences?
- Paragraphs
 - What is the main idea(s) of this paragraph?
 - What is the function of this paragraph? How does this function compare to the rest of the paragraphs? Some possible functions: (1) introducing a new idea; (2) extending a previous idea; (3) contradicting a previous idea; (4) providing an example of an earlier claim; (5) engaging another's opinion on a previous idea; (5) offering a different perspective on the same topic; and there are more...
- Whole Passage
 - What is the main idea of the passage?
 - Is there conflict in the passage? Over what? Does the author take a side?
 - What is the author trying to accomplish?
 - Who is the author? Any descriptive details are helpful.

- How is the author related to the subject matter? Is the author emotionally connected, objectively detached, or something else?
- What is the tone/attitude of the author? What voice do you imagine the author using if reading this aloud?

Underlining

- Read with your pencil guiding your eyes. This will help focus your attention and read at a good pace.
- As you read, underline any important information.
- Circle main characters or key concepts.

Annotating

- In order to really do well, write a short, 1-3 word marginal note for each paragraph, summarizing the main idea of that paragraph. For many students, this *significantly* increases their scores.
- Don't worry about this taking up too much time. Thirteen minutes to work through a passage and questions is actually a fairly generous time allotment. Thus, you should have time to take these notes.

Summarizing

- When you get to the end of the passage, take a moment to summarize what you've read.
- In a few words, write down the following:
 - 1) The main idea
 - 2) What the author is trying to accomplish (not relevant for Fiction)
 - 3) The author's tone (not relevant for Fiction)

Practice these skills with the passage on the next page.

WHY THE AMERICANS ARE SO RESTLESS IN THE MIDST OF THEIR PROSPERITY (Alexis De Tocqueville)

In certain remote corners of the Old World you may still sometimes stumble upon a small district that seems to have been forgotten amid the general tumult, and to have remained stationary while everything around it was in motion. The inhabitants, for the most part, are extremely ignorant and poor; they take no part in the business of the country and are frequently oppressed by the government, yet their countenances are generally placid and their spirits light.

In America I saw the freest and most enlightened men placed in the happiest circumstances that the world affords, it seemed to me as if a cloud habitually hung upon their brow, and I thought them serious and almost sad, even in their pleasures.

The chief reason for this contrast is that the former do not think of the ills they endure, while the latter are forever brooding over advantages they do not possess. It is strange to see with what feverish ardor the Americans pursue their own welfare, and to watch the vague dread that constantly torments them lest they should not have chosen the shortest path which may lead to it.

A native of the United States clings to this world's goods as if he were certain never to die; and he is so hasty in grasping at all within his reach that one would suppose he was constantly afraid of not living long enough to enjoy them. He clutches everything, he holds nothing fast, but soon loosens his grasp to pursue fresh gratifications.

In the United States a man builds a house in which to spend his old age, and he sells it before the roof is on; he plants a garden and lets it just as the trees are coming into bearing; he brings a field into tillage and leaves other men to gather the crops; he embraces a profession and gives it up; he settles in a place, which he soon afterwards leaves to carry his changeable longings elsewhere. If his private affairs leave him any leisure, he instantly plunges into the vortex of politics; and if at the end of a year of unremitting labor he finds he has a few days' vacation, his eager curiosity whirls him over the vast extent of the United States, and he will travel fifteen hundred miles in a few days to shake off his happiness. Death at length overtakes him, but it is before he is weary of his bootless chase of that complete felicity which forever escapes him.

At first sight there is something surprising in this strange unrest of so many happy men, restless in the midst of abundance. The spectacle itself, however, is as old as the world; the novelty is to see a whole people furnish an exemplification of it.

Their taste for physical gratifications must be regarded as the original source of that secret disquietude which the actions of the Americans betray and of that inconstancy of which they daily furnish fresh examples. He who has set his heart exclusively upon the pursuit of worldly welfare is always in a hurry, for he has but a limited time at his disposal to reach, to grasp, and to enjoy it.

○ The 5-Step Process ○

Worried about the SAT reading questions? Here's the first thing you have to know: There is absolutely, positively, really, we promise, only **one correct answer** for any and all reading questions.

Why should that be? Isn't this *language* — the perfect tool for deception and manipulation? Well, yes, but if there were even a *remote* chance that someone could potentially make a somewhat reasonable argument that some other answer was also correct, then:

- A) The SAT would not be a reliable test
- B) The SAT people would get sued
- C) The SAT people would lose a lot of money
- D) All of the above

Right! D!

So the SAT people spend a lot of money to be totally sure that **there is only one right answer for any question!** Why does this matter to you?

Because if they have to be so careful about there being only one right answer, there must be a way to spot it for regular people like you and me. Any reasonably educated person needs to be able to know the one correct answer. How can the SAT people make that happen?

Here's how:

THE ONE RIGHT ANSWER IS BASICALLY STATED OUTRIGHT IN THE ACTUAL WORDS OF THE PASSAGE.

That's the only way there can be ONLY ONE OBJECTIVELY RIGHT answer.

ALL THE OTHER ANSWERS AREN'T STATED IN THE PASSAGE.

Based on how they HAVE TO make the test, you now have the BIG STRATEGY for the reading section:

FIND THE ONLY ANSWER THAT IS BASICALLY STATED OUTRIGHT IN THE TEXT!

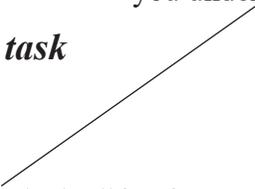
...And how can you do that? By following the 5-Step Process

1) Read the question and underline the task

Like so:

The author indicates that caloric reduction extends the life of a mammalian cell by...

you underline this



2) Put the question in your own words

You *have* to do this in order to be more certain that you understand the question and answer what they are actually asking you.

Like so:

“How does reducing calories make cells live longer??”

3) Go to the passage and find the answer

You read this:

Researchers report in the journal *Cell* that the phenomenon is likely linked to two enzymes—SIRT3 and SIRT4—in mitochondria (the cell’s powerhouse that, among other tasks, converts nutrients to energy). They found that a cascade of reactions triggered by lower caloric intake raises the levels of these enzymes, leading to an increase in the strength and efficiency of the cellular batteries. By invigorating the mitochondria, SIRT3 and SIRT4 extend the life of cells, by preventing flagging mitochondria from developing tiny holes (or pores) in their membranes that allow proteins that trigger apoptosis, or cell death, to seep out into the rest of the cell.

You know it’s there somewhere.

4) Put the answer in your own words

You *have* to do this in order to be sure you actually understand the basic meaning of what they are saying. Underline the key parts to help.

Might sound like:

“Reducing calories makes more of these enzymes which makes the cells stronger.”

Now that you have that...

5) Eliminate until only one answer is standing and/or beeline to the answer you predicted

- A) Turning off those ~~genes~~ involved in apoptosis, or cell death
(nothing about “genes” in this paragraph)
- B) Forcing the mitochondria to utilize ~~different energy sources~~ for fuel
(different energy sources? huh?)
- C) Reducing the production of ~~NAD~~ (nicotinamide adenine dinucleotide)
(what’s NAD got to do with this?)
- D) Initiating a series of steps that results in the ~~increased production of certain enzymes~~
(Bingo! That’s what we said!)

To recap:

- 1) Read the question and underline the task***
- 2) Put the question in your own words***
- 3) Go to the passage and find the answer***
- 4) Put the answer in your own words***
- 5) Eliminate until only one answer is standing and/or beeline to the answer you predicted***

Writing & Language Section Overview



Approaches and Grammar Essentials

Key Takeaways:

Pacing

Reading the Whole Passage

Commas, Semicolons, and Colons

Sentences and Fragments

Verbs

Pronouns

SAT Writing Cheat Sheet

1. Short is sweet.
2. “Being” is usually wrong → in the passage or in an answer choice.
3. Period = semi-colon = comma+conjunction.
4. commas before and after phrase = dashes before and after phrase = non-essential clause → try crossing out to see if sentence still makes sense.
5. it’s = it is; they’re = they are; its & their = possessive.
6. Colon comes before list or explanation. Must have complete sentence before colon.
7. Do not put a comma before a preposition.
8. Do not put a comma before: it, this, he, she, they.
9. Transition questions: cross out the transition and decide if continuation, contradiction, or cause/effect is needed, then look at answer choices.
10. Insert/delete: Read sentences before AND after, state topic in your own words, then look at answers. If sentence is directly relevant to topic, keep it. Otherwise, junk it.
11. Always read WHOLE SENTENCE before choosing your answer.

○ What the Section is Like ○

Layout

- Multiple choice, 4 passages, 44 questions, 35 minutes
- Random difficult
- Some of the passages have charts in them
- Timing: if you are going to finish the whole section, then you need to go at a 8:45 pace per each passage and its accompanying questions
- However, each question is worth the same amount, so pace yourself

Approaches

- Fix the sentence on your own before looking at the answer choices.
 - Try this on any question that you can.
 - Peek when you need to. The answer choices will give you some guidance as to what needs to be changed for the more confusing ones.
- Use your ear.
 - Read the sentence. Does something just sound wrong or awkward? if so, you've probably found the issue.
- Know the rules.
- Skip and come back.
- Context is key.
 - You might have to read the surrounding sentences or the paragraph to answer the question properly.
- Three basic types of questions: grammar, rhetoric, and chart analysis.
- Scan the answer choices for clues.
 - It is not always obvious what the test is asking about when it underlines a word or phrase. If you're unsure, then before you predict your answer, scan the options.
- **Read the whole passage**, even the sentences without a question in them.
 - This will help you with questions that are not just about one small part of a sentence.

○ Modification ○

There are two major types of modifier errors:

1. Dangling modifiers
2. Misplaced modifiers

Dangling modifiers describe a subject but do not name it. In a sentence containing a dangling modifier, an introductory clause is always set off from the rest of the sentence by a comma.

Incorrect: **Not having** won an Oscar even after decades of stellar acting and extreme attractiveness, the Academy finally recognized Leonardo DiCaprio with an award for best actor in 2016.

You might ask yourself: wait, *who* hadn't won an Oscar even after decades of stellar acting and attractiveness until 2016? The Academy? No, they're the people who award them!

You might keep reading and realize "Oh! Leo! Who else?" To fix this, the subject must be placed *directly after the comma*.

Correct: **Not having** won an Oscar even after decades of stellar acting and extreme attractiveness, Leonardo DiCaprio was finally recognized with an award for best actor by the Academy in 2016.

Misplaced modifiers can occur anywhere in a sentence and are separated from the words or phrases they are intended to modify—this leads to unintentionally ridiculous statements.

Incorrect: Zora Neale Hurston was one of the most influential writers of the Harlem Renaissance that moved to New York City to study at Barnard College.

The sentence implies that the Harlem Renaissance, not Zora Neale Hurston, moved to New York City. To fix this, rearrange the sentence so that it is clear that Hurston was the one moving to New York.

Correct: Zora Neale Hurston was one of the most influential writers of the Harlem Renaissance; she moved to New York City to study at Barnard College.

Modification Practice

Each of the sentences below contains a modifier error.

Identify the errors and correct each sentence appropriately.

1. Carrying a dead mouse in his mouth, my husband scolded my cat for his disgusting habit.
2. I finally turned in my project to my teacher, which took me forever to complete last night.
3. Matthew needs to gas up his car before meeting us for dinner at that cheap gas station.
4. Singing a song from her favorite cartoon show, my sister's pancakes sizzled in the skillet.
5. Hiding under a leaf, the elephant was terrified of the tiny wild mouse.
6. The African elephant is the largest living mammal on the planet Earth that lives on land.
7. After it was introduced to Australia, the ecosystem was nearly destroyed by the rabbit's decimation of edible vegetation and rapid reproduction.
8. Even after following my friends around the mall for hours and trying my best to pretend to enjoy it, they got mad at me when I refused to go to the movies.
9. Sarah couldn't wait to visit her Aunt Lila and explore all of the fossil mounds bordering the C&D Canal who lived in Delaware.
10. Thought to be extinct since 1944, scientists and bird enthusiasts have reported seeing the Ivory-billed Woodpecker on many occasions dating as recently as 2006.
11. My Honda Civic had to be taken to the Honda dealer in Durham that had been equipped with the faulty, dangerous airbags you hear about on the news.
12. Knowing that it was not going to end well, the blanket collapsed under the weight of my cat and I couldn't stop from laughing at his clumsy fall.
13. Our mean teacher Miss Cindy instructed us to finish the exam within 55 minutes, which was the full length of her class that was written for a 75-minute class period.

○ Apostrophes ○

- To know where to correctly place an apostrophe, you have to ask yourself some questions about the word in which you might put it—is it plural? Possessive? Both? Are you trying to form a contraction?

Plural: When you're just trying to say that there's more than one of something, add an –s or an –es and NO APOSTROPHE!

Right: Photographers often must wait for several hours in harsh conditions to capture rare tundra-dwelling animals in their natural habitat.

Right: In many parts of the world, it is customary to greet people with kisses on each cheek.

Possessive: When you're trying to show that one thing owns or has another thing, add an *apostrophe* and –s (EVEN FOR NOUNS WHOSE SINGULAR ENDS WITH AN S).

Right: The photographer's hands were turning blue with cold when the snow leopard finally emerged. (The hands belong to the photographer)

Right: The tradition's meaning is not romantic, but friendly. (The meaning of the kiss)

Plural and Possessive: Add an apostrophe after the –s or –es.

Right: The photographers' patience was wearing thin by the time they had all been waiting outside for six hours. (The patience of all the photographers)

Right: The kisses' meaning is not romantic, but friendly. (The meaning of the kisses)

Apostrophes also indicate the contraction of a noun with the verb “to be”:

Wrong: This snow leopards taking forever to emerge!

Right: This snow leopard's taking forever to emerge!

Insider's tip: When you see two nouns in a row, the first should generally have an apostrophe. For example, bird's beak is correct because the first noun (bird's) has an apostrophe. Birds beak is incorrect because the first noun does not have an apostrophe.

Key questions to ask yourself?

1. Singular or plural? If singular, eliminate plural answers (and vice-versa!)
2. Possessive or not possessive? If not possessive, eliminate any answer with an apostrophe.

Pronouns + Apostrophes

To form a possessive pronoun, add –s. (NO APOSTROPHE).

To form a contraction with is or are, add apostrophe + -s or –re

Special cases:

It's = a contraction of "it is" or "it has"

Its = possessive of it

Its', Its's = not a thing!

- When in doubt, plug in *it is*.
Incorrect: I swear the Ouija board thing was moving on it's own!

» Plug in it is and you get "I swear the Ouija board thing was moving on it is own!" which sounds 150% off.

Correct: I swear the Ouija board thing was moving on its own!

They're = they are

Their = possessive of *they*. **Used before a noun!

There = a place

- There doesn't even involve they—think of it as totally separate! For they're vs their, plug it in just like above—if you can say they are instead, use an apostrophe!

You're = you are

Your = possessive form of *you*

- Again, plug it in—if you can say *you are* instead, use an apostrophe!

Who's = who is, who has

Whose = possessive form of *who*

- Plug it in, plug it in! (If *who* is also makes sense, toss in that apostrophe).

Apostrophes Practice

Each of the sentences below contains a modifier error.

Identify the errors and correct each sentence appropriately.

1. Michael and Lindsey went to the animal shelter yesterday in Michaels car.
2. When Lindsey first entered the animal shelter, she felt sorry for each cat cooped up in it's own little cage.
3. However, Michael explained that its not usually a long time before each cat gets
4. adopted. 4. Michael and Lindsey only saw cages of cats. Michael said, "Its weird that they don't have any dogs at the shelter."
5. Lindsey looked around and said, "Whose in charge here?"
6. A friendly man with a nametag appeared from behind the desk. "It looks like your looking for the dog kennels," he said.
7. The man's name was Pete, and he instructed Michael and Lindsey to sign in under the list of other guest's names.
8. Pete led them to the part of the shelter where all the dog's were kept in their kennels.
9. "Its been a slow week," Pete said, "because so many people are on vacation."
10. Lindsey noticed the dogs bowls were full of food and water, and she thought the dogs looked healthy and clean.
11. "Who's kennel is this?" Michael asked, pointing to an empty kennel with its door wide open.
12. "Oh, no!" Pete exclaimed. "That's Dippy's cage! She must have escaped. Shes done this before."
13. Pete picked up Dippys leash, which was hanging on her kennel door. Michael and Lindsey began calling for Dippy.
14. Dippy came running at the sound of the guests calls. She approached and greeted them both with a big slobbery kiss.
15. Pete attached the leash to Dippy's collar and gave it's handle to Michael. "She never comes when I call her," he said. "Looks like she's picked her new family."