



COLLEGEPREPGENIUS

DVD Homework Guide

Welcome to the "Master the SAT Class" by College Prep Genius on DVD!

This curriculum is designed to help students prepare for the SAT and PSAT. These standardized exams are logic-based, and all 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 mind set to help them identify the correct answers.

At the core of this program we focus on specific strategies for approaching test questions. We emphasize memorizing acronyms to help students remember patterns and tricks of the SAT/PSAT. Our goal is that students will use our methods to help answer problems accurately and efficiently. More than anything else, we hope this program instills in 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 DVD program. This will give a reference point for where students are starting. A full test can be found in *The Official SAT Study Guide* or at any local guidance counselor's office or downloaded free from www.collegeboard.com. Students should then retake the same test after they have finished "The Master the SAT Class" to gauge improvement.

The DVD Homework is designed to help you follow along the DVD curriculum in a 12-part format, approximately one hour per lesson. As students learn the curriculum information, they immediately get the chance to practice their knowledge by pausing the lesson and practicing in their workbooks. Please encourage students to take notes. Understanding the workbook answers and explanations can better help students learn why certain answers are right and others are wrong. In the packet is pertinent homework for each lesson that reinforces what was discussed.

PRACTICE! PRACTICE! PRACTICE!

Many of our students through the years have raised their SAT scores between 300 and 600 points, and we also have numerous students who have received high PSAT/NMSQT scores and have become National Merit Scholars. None of this happened without practice. If a student is to do well, he or she must practice!

□Time

There are two aspects to acing standardized tests: learning the strategies behind them and practicing those strategies. Any accomplished athlete or musician knows the importance of practice. There is no instant success! Students need to spend at least three months practicing before they take an actual test. The sooner they start, the more time they will have to improve and the higher their scores can go.

□Review

Students will only retain a small percentage of what they learn the first time, so it is necessary to go over the information more than once. The SAT and PSAT are critical thinking exams, and students need to learn the format. Practice can help students learn how the test-makers write the questions and answers! Watching the DVD more than once is optimal to raising test scores.

□Practice

There are four simple guidelines to practice the correct way:

1. Always use College Board materials (www.collegeboard.com)
2. Time & 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

DVD SET ONLY: If your student will be taking the class via the DVD, he or she will want to do the follow-up homework with each lesson. This will help instantly reinforce what was just learned.

LIVE CLASS: If your student will be sitting in on a live class, he or she will want to go back over all the information after the class. Have them watch to the DVD material as a follow up after the class. It is divided into 12 lessons and can be completed at any pace desired. As students go through it, they should do the follow-up homework that corresponds with each lesson.

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

Sincerely,

Jean Burk
(817) 282-PREP
jean@collegeprepgenius.com

What you will need before starting:

1. *College Prep Genius* Book (CPG)
2. "Master the SAT Class" DVD
3. CPG Class Workbook (WBK)
4. *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"*
5. 3" Notebook/Binder
6. Notebook Dividers (6)
7. Pencils & Calculator

*For students who purchase *The Official SAT Study Guide* with DVD, the page numbers and content correspond accurately with "The OSSG 2."

Student Homework

Lesson 1	<i>Page # 1</i>
Lesson 2	<i>Page # 2-3</i>
Lesson 3	<i>Page # 4-5</i>
Lesson 4	<i>Page # 6-7</i>
Lesson 5	<i>Page # 8-10</i>
Lesson 6	<i>Page # 11</i>
Lesson 7	<i>Page # 12-15</i>
Lesson 8	<i>Page # 16</i>
Lesson 9	<i>Page # 17</i>
Lesson 10	<i>Page # 18</i>
Lesson 11	<i>Page # 19-21</i>
Lesson 12	<i>Page # 22-24</i>

OSSG Answer Key

Test #8/Test #10	<i>Page # 25-56</i>
Strategy Review	<i>Page # 57-58</i>
Step-by-Step Guide	<i>Page # 59-63</i>

Lesson 1**Student Homework:**

1. Read CPG pages 13-60
2. 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 e-mail it daily to yourself
 - I. Save the questions in an email folder
 - II. Print them out
 - III. Put them in your notebook (review them periodically)
3. Put your notebook together. Copy "Journal for Success" pages 247-259 in CPG. Make multiple copies of Critical Reading, Math & Writing. Put them in the notebook using dividers as follows:

Dividers (6)

 1. Homework Answers
 2. Test Prep Record
 3. Critical Reading
 4. Math
 5. Writing
 6. College Board "Question of the Day"
4. Please take a full-length SAT from "The Official SAT Study Guide" or you can pick one up from most local guidance counselor's office or download a free one from www.collegeboard.com. Keep the test clean by using a page-protector and grease pencil. Record your score for future reference.

Lesson 2

Student Homework:

1. Read CPG pages 65-80
2. Memorize the Prefixes, Root Words, and Suffices in Appendix A of CPG pages 262-274
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 for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 2

Answers to Workbook Problems

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

Student Homework:

1. Read CPG pages 80-82
2. Continue learning root words, prefixes and suffixes at the back of CPG
3. Review acronyms from WBK page 15
4. Learn DUAL acronym on page 19 of WBK
6. 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"
7. Grade the OSSG problems (answers are at back of test)
8. Write missed problems in the Critical Reading section of the journal in your notebook
9. 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 for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 3

Answers to Workbook Problems

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
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

Student Homework:

1. Read CPG pages 83-96
2. Review root words, prefixes and suffixes at the back of CPG
3. Learn the acronym "COMPLETION" in WBK page 24
4. Memorize the SCOPE words in CPG page 86, Cause and Effort Words and Strengthening Words on page 89.
5. Work the problems on pages 850, 861 & 872 in "The OSSG 1"
Or pages 960, 971 & 982 in "the OSSG 2"
6. Grade the OSSG problems (answers are at the back of the test)
7. Go back over missed problems in the OSSG Answer Key
8. Write missed problems in the Critical Reading section of the journal and put in your notebook

Homework Review:

Before moving to the next lesson, make sure to look over the homework for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 4

Answers to Workbook Problems

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 as a sociation 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 and same as rigid (B) Contradictory and same as unwavering (C) Doesn't fit **(D) CORRECT** (E) Negative
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
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. 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 5

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. Go back over missed problems in the OSSG Answer Key
8. Write missed problems in the Math section of the journal and put in your notebook

Homework Review:

Before moving to the next lesson, make sure to look over the homework for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 5

Answers to Workbook Problems

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 (6×4 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 $\frac{T \times T \times T}{T + T + T} \times \frac{1}{M} = 1$ for all nonzero T , then $M =$
(A) CORRECT (A) and (B) are "opposites" and you can only get exponents from multiplication-which is only in the numerator
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)

Lesson 5

Math Multiple Choice Cont'd:

WBK Pages 32-37

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 $7(s + t)$)
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 describes 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 6

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. Go back over missed problems in the OSSG Answer Key
6. Write missed problems in the Math section of the journal and put in your notebook

Homework Review:

Before moving to the next lesson, make sure to look over the homework for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 7

Student Homework:

1. Read CPG pages 152-165
2. Go over the EASY MATH acronym in WBK page 40
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. Go back over missed problems in the OSSG Answer Key
6. Write missed problems in the Math section of the journal and put in your notebook

Homework Review:

Before moving to the next lesson, make sure to look over the homework for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 7

Answers to Workbook Problems

Math Student Response:

WBK Pages 41-46

1. 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.)
2. 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 "between" 30 and 40)
3. 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)
4. 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)
5. 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.)
6. 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.)
7. 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.)
8. 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)
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 $\angle EPG$, 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)

Lesson 7

Math Student Response Cont'd:

WBK Pages 41-46

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)
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?
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 x 3 x 2 x 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 pts.)

Lesson 7

Math Student Response Cont'd:

WBK Pages 41-46

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 8

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

Student Homework:

1. Read CPG pages 171-177
2. Learn acronyms ESSAY RAVES & HOT POWERFUL PAPER in WBK page 48
3. Make sure to write essay acronyms on paper before writing (erase afterwards)
4. Write essay from topic in OSSG and then write 2 more essays from the topics in CPG pages 188-195
5. After writing the essays, check each one for the 6 main points:

Explosive Opening

Short Philosophical Statement Responding to Prompt/Choosing a Side

Two/Three Concrete Examples

Ending With a Punch (Razzle-Dazzle)

2-3 Strong Vocabulary Words

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.

Lesson 10

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:

Explosive Opening

Short Philosophical Statement Responding to Prompt/Choosing a Side

Two/Three Concrete Examples

Ending With a Punch (Razzle-Dazzle)

2-3 Strong Vocabulary Words

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.

Lesson 11

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. Go back over missed problems in the OSSG Answer Key
6. Write missed problems in the Writing section of the journal and put in your notebook

Homework Review:

Before moving to the next lesson, make sure to look over the homework for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 11

Answers to Workbook Problems

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 native 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..."
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..."

Lesson 11

Answers to Workbook Problems

Sentence Error Cont'd:

WBK Pages 59-62

11. In schools where recess monitoring is sufficient, fewer running mishaps arise and students are seldom injured. No Error
(E) No Error
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

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 in the OSSG Answer Key
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!

Homework Review:

Make sure to look over the homework for this lesson. For every question students get wrong, they need to fill out a journal sheet in their binder. These journal sheets should illustrate the types of problems that students most frequently get incorrect. 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.

Lesson 12

Answers to Workbook Problems

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 - shortest answer
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
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**

Lesson 12

Improving Sentences Cont'd:

WBK Pages 64-67

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

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. 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. The function of sentence 17 is to
(A) Not reiterating anything (B) Not a new topic **(C) CORRECT** (D) Not citing any rules (E) Not supporting any points



COLLEGEPREPGENIUS

OSSG Answer Key Solutions for Test #8 (1st Edition) or Test #10 (2nd Edition)

Section 4 Long Passage

The Official SAT Study Guide (OSSG) 1st Edition pg 852-54
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”)

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)

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) 1st Edition pg 863-64
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”)

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) 1st Edition pg 865-66
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)

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)**

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) 1st Edition pg 851
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-obscure 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/obscure
- (B) not book quote/irrelevant
- (C) "historical"/irrelevant
- (D) CORRECT-restates relationship**
- (E) "scholarly"/obscure-talking about daughter not scholars

11. Line 4-"seizes the attention...media" (similar nouns/verbs)

- (A) CORRECT-"highlights...dramatizing"**
- (B) "advocate"-obscure
- (C) no "panic"-additional info
- (D) no comparison "local-national"- additional info
- (E) no "demonstrating children"-additional info

12. 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)**

Section 6 Dual Passage

The Official SAT Study Guide (OSSG) 1st Edition pg 862
The Official SAT Study Guide (OSSG) 2nd Edition pg 972

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")

Section 9 Dual Passage

The Official SAT Study Guide (OSSG) 1st Edition pg 873-75
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)
- (A) additional (not found)
 - (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

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

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)

Section 4 Sentence Completion

The Official SAT Study Guide (OSSG) 1st Edition pg 850

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

- 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
- "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
- 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
- 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)
- "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)

- 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)
- 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)
- 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 SAT Study Guide (OSSG) 1st Edition pg 861

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

- Restate word after comma, "expressive movements"
 (A) means exposed
 (B) means to speak
(C) CORRECT-means the same
 (D) means thoughts
 (E) means instincts
- 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)

Section 9 Sentence Completion

The Official SAT Study Guide (OSSG) 1st Edition pg 872
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)

Section 2 Math Multiple-Choice

The Official SAT Study Guide (OSSG) 1st Edition pg 838-40

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 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)

Section 5 Math Multiple-Choice

The Official SAT Study Guide (OSSG) 1st Edition pg 855-60

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°**
- 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.
- 19) **E** Times 4 by 2, and substitute in the radical t for x. Solve for t. **t = 81/4**
- 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) 1st Edition pg 867-71
The Official SAT Study Guide (OSSG) 2nd Edition pg 977-81

- 1) **A** Combo Problem: $8 \times 3 = 24$ (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 = $15/90 = 1/6$
- 4) **E** How many ratio pairs of integers will reduce to $1/2$?
- 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. $DC = DB + BC = 6 + 12 = 18$
- 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. $(360^\circ/4) - (360^\circ/5) = 90^\circ - 72^\circ = 18^\circ$ (double or nothing)
- 9) **B** $f(x)$ is the same as y so the negative values will be below the x-axis
- 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 2^2 . 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 $py / [m(m-p)]$.

Section 2 Math Student-Response

The Official SAT Study Guide (OSSG) 1st Edition pg 841-43
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. $Y = \mathbf{10}$
- 11) $60 \text{ mi./20mpg} = 3 \text{ gallons}$ $3 \text{ gal.} \times 15\text{m/g} = \mathbf{45 \text{ miles}}$
- 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, **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: **12.5**
- 14) ('Of' means times and 'is' means =) so $X = (1/5 \times 3/10)Z = (3/50)Z$ **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, **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 = **8/7 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 **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. **1350**

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

SIX MAIN POINTS

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.

- 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.
- Short philosophical statement responding to the prompt/Choosing only one side/Overview 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.
- 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 ...
- 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.
- A few strong vocabulary words sprinkled throughout** (no more than 3)
- Five paragraphs**

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

SIX MAIN POINTS

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?

- 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.
- Short philosophical statement responding to the prompt/Choosing only one side/Overview 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.”
- 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 ...
- All-encompassing closing that ends with a punch**
Ex. “As fellow human beings who share the same planet, our obligation should reach beyond our backyard, 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.”
- A few strong vocabulary words sprinkled throughout** (no more than 3)
- Five paragraphs**

Section 3 Sentence Error

The Official SAT Study Guide (OSSG) 1st Edition pg 846-47
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

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
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

29. NO ERROR
 (A) modifies "reports"
 (B) correct verb phrase
 (C) "is" agrees with "which"
 (D) correct preposition
(E) CORRECT

Section 3 Improving Paragraphs

The Official SAT Study Guide (OSSG) 1st Edition pg 844-45
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"
 (C) starts also with "the house"
 (D) too wordy
(E) CORRECT (fixes modifier problem) SHORTEST ANSWER!

} Mark off right away

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
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) 1st Edition pg 876-78
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 A, problem 3 should be B, and problem 4 should be A.**

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"
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
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

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 patten (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

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:

❶ Skip the Overall Passage Questions at first

❷ 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

❸ Vocabulary Questions—substitute answer-choice words in sentence and be careful of common meanings

❹ 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
- 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”)
- 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

STEP-BY-STEP GUIDE TO SUCCESS!

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.*

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!) “Retired” PSATs were being sold online at www.collegeboard.com until recently, so hopefully they will reinstate selling these discontinued tests in the near future.

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. 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 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 homeschooled (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 booklets from actual tests in their office, so ask for as many of them as possible. (Try more than one school if necessary!) “Retired” PSATs were being sold online at www.collegeboard.com until recently, so hopefully they will reinstate selling these discontinued tests in the near future.

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. 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 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!) “Retired” PSATs were being sold online at www.collegeboard.com until recently, so hopefully they will reinstate selling these discontinued tests in the near future.

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. 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.

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”.

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 weekends. 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. 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 need 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”.

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, some colleges will give you a “Super Score” and combine the highest scores from different sections on different tests.)