



COLLEGE**PREP**GENIUS



eCOURSE HOMEWORK

Guide

Welcome to the “Master the SAT Class” by College Prep Genius on eCourse!

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 test # 1 in The Official SAT Study Guide 2016 or download it for free at <https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests> before they begin the eCourse program. You can get instant scoring by using the “Scan and Score” feature in which you can take a picture of the answers and get a score in seconds. This will give a reference point for where students are starting. Also, another free test booklet can be picked up at most local guidance counselor’s office for extra practice. Students should then retake the same test after they have finished “The Master the SAT Class” to gauge improvement.

The eCourse Homework is designed to help you follow along the online 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.

Homeschool students can use this program as an elective. E.g. Test Prep Class, Study Skills, Test Skills... (Some schools will allow students to credit this class on their transcript.)

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 eCourse more than once is optimal to raising test scores.

Benefits

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

Practice

There are four simple guidelines to practice the correct way:

1. Always use College Board materials (www.collegeboard.org)
2. Time & pace yourself like the real test
3. Keep records of missed questions (using the Journal for Success on pages 260-271 in the College Prep Genius Textbook eReader or downloadable journal pages)
4. Conquer your weaknesses and work on your strengths

eCourse ONLY: If your student will be taking the class via the eCourse, he or she will want to do the follow-up homework with each lesson. This will help instantly reinforce what was just learned. The online program is a yearly subscription and can be renewed at a discounted price.

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 the eCourse 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
81-SAT-2-PREP (817.282.7737)
info@collegeprepgenius.com

What you will need before starting:

1. *College Prep Genius* Textbook (CPG)-2016 eBook Edition (included with eCourse) or purchase a hard copy from www.collegeprepgenius.com
2. “Master the SAT Class” eCourse
3. CPG Class Workbook (WBK)-PDF Download (included with eCourse) or purchase a hard copy from www.collegeprepgenius.com
4. *The Official SAT Study Guide*-March 2016 & Beyond (OSSG-2016) by The College Board or download and print the same 4 free tests, plus 2 bonus tests, answers and essays at <https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests>
5. 3” Notebook/Binder
6. Notebook Dividers (7)
7. Pencils & Calculator
8. Index Cards (one side lined)
9. Page Protectors (notebook paper size)
10. Wet Erase Marker or Grease Pencil

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Lesson 1 Introduction

Student Homework:

Day One:

- Read College Prep Genius Workbook (WBK) pages 3-4
- Watch eCourse Lesson 1-Introduction

Day Two:

- Read CPG Textbook pages 13-67

Day Three:

- Get an account set up at www.collegeboard.org. Here are the benefits:
 - a) Learn dates, location, fees, and deadlines of upcoming tests
 - b) View test scores online
 - c) Sign up for the “Daily Question” via Twitter or the mobile app
 - Send and save the questions in an email folder
 - Print them out
 - Put them in your notebook (review them periodically)

Day Four:

- Put your notebook together. Copy “Journal for Success” pages 260-271 in CPG Textbook or download the pdf. Make multiple copies of Reading, Math, Writing/Language and the Essay. Put them in the notebook using dividers as follows:

Dividers (7)

- a) Homework Answers
- b) Test Prep Record
- c) Reading
- d) Math
- e) Writing and Language
- f) The Essay
- g) College Board “Daily Question”

Lesson 1 Introduction

Day Five:

- It is important before you start this program to take a practice test #1 from <http://sat.collegeboard.org/practice/sat-practice-test> to give you a baseline score. You could also take test #1 from “*The Official SAT Study Guide*” (2016 & Beyond Edition) or you can pick one up from most local guidance counselor’s office. Keep the test clean by using a page-protector and grease pencil or wet-erase marker. (Slit slides in order to slip over test pages and secure with clip.) Record your score for future reference. After the program, retake the same/similar test to note your improvement.

Starting Point:

- To find out where you are at and how you stack up, go to www.cappex.com and create a profile. By entering information like your test score and schools you are interested in, you can find out how many students were accepted or denied with the same criterion.

Lesson 2 Reading-Long Passage

Student Homework:

Day One:

- Watch eCourse Lesson 2-The Reading Section and complete the WBK pages 11-13 (answers given in video)

Day Two:

- Read CPG Textbook pages 71-89
- Memorize the Prefixes, Root Words, and Suffixes in Appendix A of CPG Textbook pages 273-286
- Work the Reading Test (passage) problems in OSSG-2016 Pages 452-54 or online free test # 2, pages 2-4.

Day Three:

- Create flashcards and memorize the acronyms on page 10 of WBK
- Memorize Reverse/Scope words and Cause & Effect words in CPG Textbook on pages 84-85
- Work the Reading Test (passage) problems in OSSG-2016 Pages 461-63 or online free test # 2, pages 10-12.

Day Four:

- Work the Reading Test (passage) problems in OSSG-2016 Pages 564-66 or online free test # 3, pages 2-4.

Day Five:

- Work the Reading Test (passage) problems in OSSG-2016 Pages 570-72 or online free test # 3, pages 8-10.
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Reading Test section of the journal in your notebook

Lesson 2

Reading-Long Passage

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on page 50-51 of the CPG Textbook.

Lesson 2
Reading-Long
Passage

Answers to Workbook Problems

Reading Test: WBK Pages 12-13

- 1. Which best summarizes the passage? (Overall Passage)**
 - (A) **CORRECT**
 - (B) Additional info
 - (C) Obscure
 - (D) Additional Info
- 2. The author initially found ballet dance to be (Overall Passage)**
 - (A) Irrelevant-it's about her first thoughts
 - (B) Additional information-no mention of being bored
 - (C) **CORRECT-From 1st line**
 - (D) Irrelevant to the question
- 3. The word "calm" in line 59 most nearly means (Vocabulary Use)**
 - (A) Most common meaning
 - (B) **CORRECT**
 - (C) Another common meaning
 - (D) Negative-doesn't fit
- 4. Which of the following best describes the author's phrase in the last sentence? (Overall Passage)**
 - (A) Additional information.
 - (B) Irrelevant
 - (C) Additional information
 - (D) **CORRECT (in last line)**

Lesson 2
Reading-Long
Passage

5. The author refers to the dancers “with perfect synchronicity” (Line 16) in order to suggest that (Citation)
- (A) Additional Information
 - (B) Irrelevant
 - (C) **CORRECT-read 2 sentences below citation**
 - (D) Irrelevant
6. The word “exaggerated” in line 19 most nearly means (Vocabulary Use)
- (A) Most common meaning
 - (B) Contradictory
 - (C) **CORRECT-means “a lot”**
 - (D) Another common meaning
7. It can be reasonably inferred that “in her blood” (Lines 23-24) was intended to (Citation)
- (A) Contradictory
 - (B) Obscure
 - (C) **CORRECT**
 - (D) Negative towards a group of people
8. The author mentions the story about dance camp (lines 29-43) in order to (Citation)
- (A) Additional information-she was not flaunting anything much less her dancing
 - (B) **CORRECT-did you circle the word utopia-which means paradise**
 - (C) Most common answer-but is contradictory- this wasn't concealed
 - (D) Irrelevant to the question

Lesson 2
Reading-Long
Passage

9. **The author contends that the situation she describes became so dire that she (Command of Evidence)**

Look at question 10-see circle key word “class” in D and in A on question 10. Read lines 8-10 to find that both answers are correct.

- (A) Incorrect
- (A) Incorrect
- (A) Contradicts
- (A) **CORRECT**

Since this is a COE question, read 9 and 10 together and see if there are any matching key words. We can see that “class” in question 9. (D) and “class” in question 10. (A) match so we try lines 8-10 first to see if it answers D in 9. Yes it does because she secretly wants out of the class so that makes D correct for 9. And A correct for 10.

10. **Look at question 10-see circle key word “class” in D and in A on question 10. Read lines 8-10 to find that both answers are correct.**

- (A) Incorrect
- (B) Incorrect
- (C) Contradictory
- (D) **CORRECT**

11. **Which choice provides the best evidence to the previous question? (Command of Evidence)**

- (A) **CORRECT**
- (B) Contradictory
- (C) Incorrect
- (D) Incorrect

Lesson 2
Reading-Long
Passage

12. The last paragraph is primarily concerned with establishing a resolution between (Overall Passage)
- (A) **CORRECT**
 - (B) Irrelevant
 - (C) Obscure and unrelated
 - (D) Additional Information
13. It can be inferred that the author's overall disposition was (Overall Passage)
- (A) Contradictory
 - (B) Contradictory
 - (C) **CORRECT (restless-8-10, escape-54-56, finally quit 64-65)**
 - (D) Contradictory

Lesson 3 Reading-Long Passage with Chart

Student Homework:

Day One:

- Watch eCourse Lesson 3-Passage Based Reading and complete WBK pages 15-18

Day Two:

- Read CPG Textbook pages 90-92
- Continue learning the prefixes, root words, and suffixes at the back of CPG Textbook pages 273-286
- Create flashcards and memorize acronym CHART and review other acronyms on WBK page 14 passage) and work problems on pages 455-58 in OSSG-2016 or online free test # 2, pages 5-8.

Day Three:

- Work the Reading Test (chart passage) problems on pages 464-66 in OSSG-2016 or online free test # 2, pages 14-16.

Day Four:

- Work the Reading Test (chart passage) problems on pages 567-69 in OSSG-2016 or online free test # 3, pages 5-7.

Day Five:

- Work the Reading Test (chart passage) problems on pages 575-77 in OSSG-2016 or online free test # 3, pages 13-15.
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Reading Test section of the journal in your notebook

Lesson 3
Reading-Long
Passage
with Chart

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on page 50-51 of the CPG Textbook.

Lesson 3
Reading-Long
Passage
with Chart

Answers to Workbook Problems

Reading Test (chart passage): WKB Pages 17-18

- The passage implies that shoes made of PVC plastic were (Overall Passage)**
 - Incorrect- nothing to do with lowering costs
 - Additional Information
 - Correct- Mirrors the first phrase**
 - Additional Information
- The first sentence (lines 1-3) functions to (Citation)**
 - Additional Information
 - Additional Information
 - Totally Contradictory
 - CORRECT**
- In line 19, the word “conceit” most nearly means (Vocabulary Use)**
 - CORRECT- Alternative word for “conceit” underline “instead” which is opposite of “utility” (practical)**
 - Most common definition
 - Doesn’t fit in context
 - Doesn’t fit in context
- The passage serves mainly to (Overall Passage)**
 - Additional Information
 - Irrelevant Information
 - CORRECT**
 - Additional Information
- The main purpose of the third paragraph (lines 23-38) is to (Overall Passage)**
 - Contradictory
 - Irrelevant
 - Additional Information
 - CORRECT- Line 35-38**

Lesson 3
Reading-Long
Passage
with Chart

6. **The passage indicates that after years of various fads, the narrator finds the crazes to be (Command of Evidence)**

Notice the next question is a Command of Evidence so we treat these two as one. Circle the word “mystery” in question 7 so circle “puzzling” in C. Read lines 83-86 and it works.

- (A) Contradictory
- (B) Irrelevant
- (C) **CORRECT-lines 102-105**
- (D) Additional Information

The answer is C but you find that out when you answer the next COE question.

7. **Which choice provides the best evidence for the answer to the previous question? (Command of Evidence)**

- (A) Incorrect
- (B) Irrelevant
- (C) Incorrect
- (D) **CORRECT**

8. **In the last paragraph, the narrator focused on his (Overall Passage)**

- (A) Contradictory
- (B) Irrelevant
- (C) Additional Information
- (D) **CORRECT**

9. **Data in the graph indicates which of the following is true? (Chart)**

- (A) False
- (B) **CORRECT**
- (C) False
- (D) False

Lesson 4 Reading-Dual Passages

Student Homework:

Day One:

- Watch eCourse Lesson 4-Dual Passage and complete WBK pages 20-23 (answers given in video)

Day Two:

- Read CPG Textbook pages 92-96
- Review prefixes, root words, and suffixes at the back of CPG Textbook pages 273-286
- Create flashcards and memorize the acronym DUAL in WBK page 19
- Work the Reading Test (dual passage) problems on pages 346-48 or online free test # 1, pages 14-16.

Day Three:

- Work the Reading Test (dual passage) problems on pages 458-60 in OSSG-2016 or online free test # 2, pages 8-10.

Day Four:

- Work the Reading Test (dual passage) problems on pages 572-74 in OSSG-2016 or online free test # 3, pages 10-12.

Day Five:

- Work the Reading Test (dual passage) problems on pages 684-86 in OSSG-2016
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Reading Test section of the journal in your notebook

Lesson 4 Reading-Dual Passages

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

Lesson 4
Reading-Dual
Passages

Answers to Workbook Problems

Reading Test (dual passage): WBK pages 22-23

- The primary purpose of Passage 1 is to (Overall Passage P1)**
 - CORRECT**
 - Irrelevant
 - Additional Information
 - Additional information
- In Line 19, the 16th Amendment is mentioned in order to (Citation)**
 - Additional Information
 - Obscure Information
 - CORRECT-lines 21-23 (read below citation)**
 - Irrelevant
- The primary purpose of Passage 2 is (Overall Passage P2)**
 - Contradicts
 - CORRECT**
 - Additional Information
 - Obscure
- Compared to the tone of Passage 2, the tone of Passage 1 is more (Overall Passage PP)**
 - CORRECT - Positive**
 - Negative
 - Positive but it doesn't fit
 - Negative

Lesson 4
Reading-Dual
Passages

5. **Which best describes the relationship between the two passages? (Overall Passage PP)**
- (A) Contradicts
 - (B) Additional information
 - (C) **CORRECT-see italicized part**
 - (D) Obscure
6. **The incident involving the drug trafficking (Lines 71-74) mainly serves to (Citation)**
- (A) **CORRECT- inequality/injustice(Lines 82 – 85)**
 - (B) Irrelevant
 - (C) Obscure information from Passage 1
 - (D) Additional information
7. **What negative feature does each passage emphasize?**
- (A) A positive word (good) but answer should be negative
 - (B) **CORRECT**
 - (C) Swaps passages
 - (D) Ignored the 2nd passage – found only in the first passage.

The answers must be “negative” and found in “each” passage. This means we can automatically eliminate choices (A) because it contains positive elements: “good of experts and taxes overturned.” · Choice (C) swaps passages · Choice (D) ignored the second passage- the information comes from only Passage 1. · This means Answer B is CORRECT! It is negative and the information was found in each passage.

Lesson 4
Reading-Dual
Passages

8. **How does the author of the Passage 1 feel about the history of the income tax? (Command of Evidence)**

When you find a COE (Command of Evidence) question, circle it and the previous question and treat them as one. Look for key matching words in both questions. For question 8 and 9, “past” and “1952” are similar so start there. When you read lines 38-39, we do see that the income tax has been challenged several times in the past so D is correct for 8 and C is correct for 9.

- (A) Opinionated and unsubstantiated
- (B) Contradictory
- (C) Contradictory
- (D) **CORRECT**

This is a combination question since the next one is a command of evidence so read the question, circle key words and find the answer in the choices of the next questions. A- is an opinionated and unsubstantiated answer and can't be justified from the text. B-is contradictory since it has been around a long time. C-contradictory and not justified by the passage D.-notice the word “past” and see answer C in the next question with “1952”. When we read those lines, we find that D is right and now we can mark both answers correct.

Lesson 4
Reading-Dual
Passages

9. Which choice provides the best evidence for the previous question? (Command of Evidence)

Remember In question 8, in answer D.-notice the word “past” and see answer C in the next 9 question with “1952”. When we read the lines 33-34 we find that C is right and now we can mark both answers correct.

- (A) Opinionated and unsubstantiated
- (B) Contradictory
- (C) **CORRECT**
- (D) Contradictory

10. The word “minor” in line 63 most nearly means? (Vocabulary Use)

- (A) Most common meaning
- (B) Contradictory
- (C) **CORRECT**
- (D) Contradictory

11. The analogy in the final sentence of Passage 2 has primarily which effect? (Overall Passage P2)

- (A) Additional
- (B) Irrelevant
- (C) **CORRECT**
- (D) Obscure

Lesson 5 Math-Multiple Choice Strategies

Student Homework:

Day One:

- Watch eCourse Lesson 5-Math (multiple choice)

Day Two:

- Read CPG Textbook pages 101-156
- Work the Math Test (multiple-choice) problems 1-8 on pages 483-84 (NO calculator) in OSSG-2016 or online free test # 2, pages 33-34.

Day Three:

- Create flashcards and memorize the acronyms in WBK page 26
- Work the Math Test (multiple-choice) problems 9-15 on pages 485-86 (calculator) in OSSG-2016 or online free test # 2, pages 35-36.

Day Four:

- Review math terms on pages 291-319 in CPG Textbook (notate unknown ones)
- Work the Math Test (multiple-choice) problems 1-14 on 491-94 (NO calculator) in OSSG-2016 or online free test # 2, pages 41-44.

Day Five:

- Make flash cards for unknown math terms (learn them)
- Work the Math Test (multiple-choice) problems 15-30 on pages 495-99 (calculator) in OSSG-2016 or online free test # 2, pages 45-49.
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Math Test section of the journal in your notebook

Lesson 5
Math-Multiple
Choice
Strategies

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

There are no workbook answers for Lesson 5 since it is all about strategies.

Lesson 6 Math-Multiple Choice

Student Homework:

Day One:

- Watch eCourse Lesson 6-Math and pause it to complete problems in WKB pages 30-37 and then resume program for answers. Review unknown math terms

Day Two:

- Review flashcards of math acronyms in WBK page 26
- Work the Math Test (multiple-choice) problems 1-8 on pages 595-96 (NO calculator) in OSSG-2016 or free online test # 3, pages 33-34.

Day Three:

- Review flashcards with unknown math terms on pages 291-319 in CPG Textbook.
- Work the Math Test (multiple-choice) problems 9-15 on pages 597-98 (calculator) in OSSG-2016 or free online test #2 pages 35-36.

Day Four:

- Review flashcards with unknown math terms on pages 291-319 in CPG Textbook.
- Work the Math Test (multiple-choice) problems 1-16 on pages 603-08 (NO calculator) in OSSG-2016 or free online test #2 pages 41-46.

Lesson 6 Math-Multiple Choice

Day Five:

- Review flashcards with unknown math terms on pages 291-319 in CPG Textbook.
- Work the Math Test (multiple-choice) problems 17-30 on pages 609-13 or the free online test # 3, pages 47-51. (calculator) in OSSG-2016
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Math Test section of the journal in your notebook

Lesson 6 Math-Multiple Choice

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

Answers to Workbook Problems

Math Test (multiple-choice): WBK pages 30-37

1. If $(2x - 2)(x + 1) = 17$, what is the value of $2x^2$? (Foiled Again)

(C) CORRECT

$$2x^2 + 2x - 2x - 2 = 17$$

$$2x^2 - 2 = 17$$

$$2x^2 = 17 + 2$$

$$2x^2 = 19$$

Tip: It can't be negative.

2. The mean number of dancers per class y at Miss Priss Dance Class can be estimated using the equation $y = 0.7983x + 28.338$ where x represents the number of years since 2001 and $x \leq 10$. Which of the following statements is the best interpretation of the number 0.7983 in the context of this problem? (Pull Math Out)

(D) CORRECT

$x \leq 10$, so this means that (ten years + 2001) or less but "2011" is a trick answer. Each year after 2001, the number is expected to increase 0.7983 so mark off A and B and they Identify what is 0.793 Mark off C because it says "decrease" so D is correct.

3. If $|2 - 3y| > 10$, which of the following is a possible value of y ? (Substitute-Start with C)

(A) CORRECT

Choice C: $|2 - 3(1)| = |2 - 3| = |-1| = 1$ Clearly, 1 is not greater than 10, so we can eliminate choice (C). Eliminate choice (D). Choice A: $|2 - 3(-3)| = |2 + 9| = |11| = 11$

Tip: It must be negative.

Lesson 6
Math-Multiple
Choice

4. **For exercise, Suzi jogged m meters, Kandice jogged twice as many meters as Suzi, and Dawn jogged 100 less meters than Suzi. In terms of m , how many meters did Dawn jog? (Pull the Math Out)**

(B) CORRECT

Circle the key elements and set up the problem like this:

Suzie or $S = m$

Kandice or $K = 2m$

Dawn jogged 100 meters less than S

So then answer is $m - 100$

Notice that A and B are opposites.

5. **A circle of diameter x encloses a square. What's the area of the square? (CLONE INVASION)**

(B) CORRECT

*Remember that a square is a type of rhombus and that the area of a rhombus is the product of its diagonals divided by 2: $(x)(x)/2 = x^2/2$
 B is the answer.*

Detailed long way:

The circle's diameter, x , diagonally divides the square into 2 equal right triangles with a hypotenuse of x . Take one of the triangles and label its two legs s .

Use the Pythagorean Theorem to get $s^2 + s^2 = x^2$.

Solve for a side: 1) Add the two sides: $2s^2 = x^2$

2) Divide by 2: $s^2 = x^2/2$

3) Take the square root: $\sqrt{s^2} = \sqrt{x^2/2}$

so side $s = x/\sqrt{2}$

Lesson 6 Math-Multiple Choice

Now find the area by squaring the side:

$$(x/\sqrt{2})^2 = x^2/2$$

B is the answer.

6. **A four-digit number is divisible by 3 and when 10 is subtracted is divisible by 7 and not 5. (Last Digits)**

(D) CORRECT

Start by looking at the last digits. We can automatically eliminate A , and B because they are divisible by 5. The starting number must be divisible by 3. We can eliminate C because the sum of the digits do not add up to a number divisible by 3. D is correct.

7. **The recommended daily dose of magnesium for patients with chronic inflammation is 1000 milligrams (mg). A cup of kale has 31 mg and one cup of spinach has 24 mg. Which of the following equations represents the possible number of cups of kale k and cups of spinach s that a patient could eat in a day to meet or exceed the recommended daily magnesium intake from these foods alone? (Pull the Math Out)**

(A) CORRECT

Since the question has the words “meet or exceed”, we need the sign \geq which means we can eliminate B and C because they don’t contain that sign. D can be easily eliminated because 31 needs to be next to k .

8. **If s and t are positive numbers whereas $s + t = 5$, then $\frac{5-t}{s} =$ (Substitute)**

(B) CORRECT

You can plug in numbers for s and t so you can use 2 (for s) + 3 (for t) or 4 (for s) + 1 (for t)

So $\frac{5-2}{3}$ or $\frac{4-1}{3}$ both = 1 so B is correct.

TIP: S and T can’t be 5 or 0 (A and C) because zero is not positive and it can’t be negative..

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9. Donny is renting a car that charged \$49.95 per day plus a road tax. A tax of 5% is applied to the daily rate, and an additional one-time untaxed fee of \$8.00 is charged by the car company. Which of the following represents Donny's total charge, in dollars, for renting x days? (Eliminate-Don't Separate-E.D.S)

(B) CORRECT

Look at what the question is asking-We have to multiply and then add in that order. I.e. add \$8 to what was multiplied so 5% represented as 1.05×29.95 plus $8 = B$.

Eliminate A since it is not multiplication and C and D puts "8" in the parentheses.

10. The least and greatest numbers in a list of 7 real numbers are 3 and 30, respectively. The median of the list is 12, and the mode is 8. Which of the following could be the mean of the numbers in the list? (Mean, Mode and Medium-M, M, & M)

(D) CORRECT

For "least" try numbers such as 12.1 and 12.2 for the last blanks. This gives you a number less than 13 so Roman Numeral I is correct so eliminate B and C since there is no Roman 1. Then find some numbers for the "greatest" so try 29.8 and 29.9. This will yield a number larger than "17" so Roman III would work so that would mean Roman II could also be an answer. So D is correct (or any number over 12 and less than 30.

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11. **Jewel rode her minibike to the mall at 40 mph. She came back home the same way at 30 mph. It took her one hour. What was her total average of miles per hour for the round trip? (The Road Less Traveled Rule-TRLTR)**

(C) CORRECT

Simply apply the TRLTR Rule. Take the two rates (30 and 40) add them together and divide by two for the average. $30 + 40 = 70$ then divide 70 in half for 35.

The answer is just a little less than that so C is correct.

12. **In the figure below, RU is a diameter of the circle with the center X and $RX = 6$. What is the length of arc STU? (Circle Rules)**

(D) CORRECT

1. Radius is 6 so Circumference is 12π for the entire circle, because $C = 2\pi r$
2. Complete the picture to find the length of the arc by finishing the inside triangle. We need to find the length of the arc and to know this angle we go to the center and draw a line to complete the triangle.
3. Notice that the inside triangle is isosceles because 2 sides are equal since $RX = 6$.
4. $30 \text{ times } 2 = 60$ and $60 \text{ from } 180 = 120$
5. Set up proportions like this $\frac{120^\circ}{360^\circ} = \frac{x}{12\pi}$
6. Cross-multiply so $\frac{1440\pi}{360} = 4\pi$ which is answer D
7. If entire circumference is 12π then $\frac{1}{2}$ is 6π so we know that the answer must be a little less than 6. A,B and C are too low. D is a clone.

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Math-Multiple
Choice

13. **A list of numbers contains 15 even numbers and 10 odd numbers. What's the probability that an even number is chosen? (Top Heavy vs. Bottom Heavy)**

(D) CORRECT

Without working this out, we need to know that probability of any event is always a fraction between 0 and 1 which means it will be a proper fraction.

A, B and C were Top Heavy and we needed a number that was less than one (bottom heavy) so D is correct.

14. **A clinical study wanted to know if there was an association between video games and aggression for a test of 12-year olds in the United States. They obtained survey responses from a random sample of 3000 United States' 12-year olds and found overwhelming evidence of a negative association between video games and aggression. Which of the following conclusions are well supported by the data? (Pull the Math Out)**

(A) CORRECT

Circle key elements (12 yr olds, negative association, U.S. – mark off B and D (world) and C because it adds additional info. A is a direct restatement.

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15. **Points A, B and C lie on a line segment. If the distance between A and B is 9 and the distance between B and C is 3, which of the following could be the distance between A and C? (Roman Numeral Type-Question)**

(D) CORRECT

You may have drawn a line segment and added A and B are 9, and B and C are 3 – this totals 12 which is Roman III which is answer C. But look at the question. It doesn't say that A, B and C are in a row so we should work the problem from every possible angle. Redraw with A and B as 9, and B and C as 3 which totals 12 which is Roman numeral three.

16. **A payphone charges 75 cents to make a call. In addition, there is a 10-cent charge for every minute. Which of the following represents the total charge, in cents, to make a call for n minutes? (Eliminate-Don't Separate-E.D.S.)**

(C) CORRECT

We are told that we automatically have a charge of 75 cents, so we know that we must start with 75 and add the per minute charge. It's 10 cents per minute, so 75 plus 10 times n should give us the right answer. A didn't contain the 10 and B was the only one with n plus one.

FYI: Notice that 75 cents is written without a decimal. It is important to be consistent, so all amounts of cents must be written without a decimal. D can't be correct because it has 75 cents without a decimal AND 10 cents with a decimal.

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Choice

17. The skincare company's owner estimated that the cost c , in dollars, of producing n items is $c = 6n + 160$. The company sells each item for \$10. The company makes a profit when total income from selling a quantity of items is greater than the total cost of producing that quantity of items. Which of the following inequalities gives all possible values of n for which the owner estimates that the company will make a profit?

(Cancel First)

(C) CORRECT

Circle "greater" twice so you don't miss it-this helps us eliminate A and B. The cost is \$6 ($6x$) and are sold for \$10 with a \$4 profit so divide $160/4$ which = 40 so C is correct.

18. A salesman gets paid a commission of M dollars for his first sale of the month, and he is guaranteed at least one sale. For each additional sale he gets paid Q dollars more than his first commission. Which of the following represents the salesman's commission for a single month, if n equals the number of sales? (Pull the Math Out)

(A) CORRECT

The first part is M , and the second part is Q money from each additional sale. C disregards the M part of the equation, so we can eliminate it.

The salesman gets a higher commission for every sale except the first one. The higher rate is $M + Q$, and we can multiply that rate by every sale except the first or $N - 1$. Thus the second part of our equation should look like $(N - 1)(M + Q)$.

FYI: n is ALL his sales, the \$ M sale and the $(M+Q)$ sales. If you subtract the single \$ M sale from the total number of sales, you get "total minus 1" or $n-1$. The salesman only gets paid M for the 1st sale. for 1 sale, he get M dollars for 2 sales, he gets M for the 1st &

Lesson 6 Math-Multiple Choice

$M+Q$ for the 2nd, or (2-1) sales for 3 sales, he gets M for the first & $M+Q$ for the other 2 or (3-1) sales for 4 sales, he gets M for the 1st & $M+Q$ for the other 3 or (4-1) sales for n sales, he gets M for the 1st & $M+Q$ for the other (n-1) sale

19. **If the length of a rectangle is increased by 45% and the width of the rectangle is decreased by 30%, what is the effect on the area of the rectangle? (\$100 Dollar Store)**

(B) CORRECT

Let's say the original rectangle has an area of 100. Let's also say that the sides are 10 and 10. If we increase one side by 45% we get 14.5 and if we decrease the other side by 30%, we get 7. Let's multiply 14.5×7 , which equals 101.5. Thus the original rectangle has been increased by 1.5%. FYI: A square is a special type of rectangle so a square can be called a rectangle.

20. **At a popular summer camp, the mean age of all the boys is 13 years, and the mean age of all the girls is 17 years. Which of the following must be true about the mean age of the combined group of boys and girls at the summer camp? (Think Logically)**

(D) CORRECT

Circle "MUST" twice so you don't miss it. Fifteen is a trick answer because it is the midpoint and you can't assume that is the mean. The answer will fall between 13 and 17 so D is correct.

It's not given HOW many boys or HOW many girls so all that can be concluded from the given information is that the mean is between 13 & 17.

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21. The local food bank on the small island predicted that the homeless population will double in size every 8 years. The population at the beginning of 2009 was estimated to be 90 people. If P represents the population n years after 2009, then which of the following equations represents the food bank's model of the population over time? (E.D.S.)

(D) CORRECT

8 needs to be with n since they are the years, so mark off A. If your population of 90 doubles then there needs to be a 90×2 so mark off B. C is wrong because it would be too high so D is correct.

22. How many different ordered pairs (a, b) can be created if a is an odd integer, where $5 \leq a \leq 11$, and b is an integer, where $5 < b < 11$? (Make a Diagram)

(D) CORRECT

$a = 5, 7, 9, 11$ (start with 5 (use odd integers) because it is less than or equal to...).

$b = 6, 7, 8, 9, 10$ (start with second number and stop short of last number).

To find out how many pairs/combo multiply a (which is 4) and b (which is 5) simply multiply $4 \times 5 = 20$ double or nothing pattern (B and D).

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Choice

23. The function below can be used to model the population of an endangered species of mammals. If $m(d)$ gives the number of the species living d decades after the year 1970, which of the following is true about the population of the species from 1970 to 1990? (Function Junction)

(C) CORRECT

This strange looking “function” is made up by the test-makers. Know that “approximately” means around or about but not exact.

m is only used to describe this question.

d decades is 2 so $280(0.8)^2 = 179.2$ which is about 180 so C is correct. It decreased by 100 because of the exponent; (the total population was 180) any time the number inside the parentheses is LESS than 1, the amount will DECREASE. When the number inside the parentheses is GREATER than 1, the amount will INCREASE. Both A and B could automatically be eliminated first thing!

24. In a xy -coordinate plane, how many points are a distance of 6 units from the origin? (Make a Diagram)

(D) CORRECT

When you could draw the xy -coordinate diagram with only 6 points that are 6 units away from the origin is not the correct answer.

It gets tricky because there is an unlimited amount of points that distance from the origin, not just the x - and y -intercepts. This means answer D is correct.

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Choice

25. **The figure below shows the graph of a quadratic function in the xy-plane. Of all the points (x, y) on the graph, for what value of x is the value of y greatest? (Think Logically)**

(D) CORRECT

Obviously the “greatest” will be where the highest point is. Since the figure is drawn correctly, that means it is evenly proportioned and symmetrical so to find the “greatest y-value”, find the average of the x-values: $\frac{4 + 8}{2} = 6$ which is D.

(C and D-opposites)

Even if the picture is not correct, the 2 give x-intercepts must be correct and that’s what is used to find the maximum y value.

26. **Which of the following is the sine of angle X in the right triangle below? (SOHCAHTOA)**

(C) CORRECT

Sine is opposite of angle X so the answer is 11/12 so C is correct

(CLONES- 2 out of 4 have an “11” as an numerator and 2 out of 4 have a 12 as a denominator.)

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Choice

27. Noel's car gets 35 miles per gallon when she travels at an average speed of 60 miles per hour. Her car's gas tank has 12 gallons of gas at the beginning of a trip. If Noel's car travels at an average speed of 60 miles per hour, which of the following functions f models the number of gallons of gas remaining in the tank t hours after the trip begins? (E.D.S)

(B) CORRECT

Noel's car gets 35 miles per gallon and she is traveling at 60 mph with only 12 gallons of gas in the tank. 60 and t have to be multiplied together in order to give us the distance and divided by 35 to get the number of gallons used which will then be subtracted from 12 so it CANNOT be a fraction...so eliminate C and D.

The distance must be divided by the miles per gallon so 35 MUST be the denominator... so eliminate A. B is CORRECT

Notice A and B are OPPOSITES.

28. Which best describes the correlation of the data?
(Scatterplot Thickens)

(A) CORRECT

Going from left to right, do most of the points go up (positive correlation) or down (negative correlation)? If the points are fairly close together, it's a strong correlation. If the points are spread out but still headed up to the right, it's a weak positive correlation. So from left to right most points are going up (positive) The points are fairly close to the line of best fit so it's a strong correlation so A is correct.

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- 29. How many grades are 5% or more away from the grade predicted by the line of best fit? (Scatterplot Thickens)**

(C) CORRECT

You can just count the points for the correct answer-see the math, don't do the math.

If you want to double-check to make sure they are more than 5%:

Find the points that are farthest from the line of best fit. Use the numbers on the vertical line to determine if each point is more than 5% above or below the line of best fit. Most of the points should be close to the line of best fit. And the ones farther away from the line of best fit, are values that do not support the line of best fit. There are only 2 that "don't fit" the overall pattern. At the horizontal value of 82, the point is at the vertical value of 86 but the vertical value of the line of best fit is 80. $86-80=6$ (or 6% since the grades are given in percent). Therefore, that point is more than 5% away from the line of best fit. At the horizontal value of 95, the vertical value of the point is 83 but the vertical value of the line of best fit is 89. $89-83=6$, or 6%.

- 30. Based on the line of best fit, what would be the predicted Chemistry grade for someone with an Algebra 2 grade of 90% ? (Scatterplot Thickens)**

(B) CORRECT

On the horizontal line, find 90. Go up until that line intersects with the line of best fit. Then look at the vertical line to see the percent at that height.

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Choice

31. Which is the best interpretation of the slope of the line of best fit in this problem? (Scatterplot Thickens)

(B) CORRECT

Eliminate any choice that includes a percent amount that's not shown on the scatterplot. (C and D) since there is no 0% there. The information on the vertical line is predicted by the information on the horizontal line so the correct choice will mention "the predicted Chemistry grade" at the beginning. So B is correct.

FYI: The quick way to narrow the choices would be to eliminate any amount that is greater than or less than the amount on the scatterplot's vertical or horizontal scales. On this scatterplot, 75% is the minimum value on both the vertical and horizontal lines. Therefore, grades of 0% could not appear on this scatterplot which eliminates choices C & D. (C and D aren't intended to be sentences but a descriptive phrase about what the scatterplot shows.)

If there is any relationship between the two sets of data, then the data on the horizontal line will predict the data on the vertical line. The vertical line in this case is Chemistry, so the Chemistry grade is predicted. Of the two choices left, B mentions the predicted chemistry grade.

FYI: C and D are not given as a complete sentence but as a phrase describing what the graph shows.

Lesson 7 Math- Student- Response Strategies

Student Homework:

Day One:

- Watch eCourse Lesson 7-Math Student Response

Day Two:

- Read CPG Textbook pages 157-178
- Work the Math Test (student-response) problems on page 372 (NO calculator) or the online free test # 1, page 40.

Day Three:

- Review flashcards with the acronyms in WBK page 40
- Work the Math Test (student-response) problems on pages 387-88 (calculator) in the OSSG-2016 or the online free test # 1, pages 55-56.

Day Four

- Review flashcards with unknown math terms on pages 291-319 in CPG Textbook.
- Work the Math Test (student-response) problems on pages 488-89 (NO calculator) in the OSSG-2016 or the online free test # 2, pages 38-39.

Day Five:

- Review flashcards with unknown math terms on pages 291-319 in CPG Textbook.
- Work the Math Test (student-response) problems on pages 501-03 (calculator) in the OSSG-2016 or the online free test # 2, pages 51-52.
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Math Test section of the journal in your notebook

Lesson 7 Math- Student- Response Strategies

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

There are no workbook answers for Lesson 7 since it is all about strategies.

Lesson 8 Math- Student- Response

Student Homework:

Day One:

- Watch eCourse Lesson 8-Math and pause it to complete problems in WKB pages 43-49 and then resume program for answers.

Day Two:

- Review flashcards with the acronyms in WBK page 40
- Work the Math Test (student-response) problems on pages 600-01 (NO calculator) in the OSSG-2016 or the online free test # 3, pages 37-38.

Day Three:

- Work the Math Test (student-response) problems on pages 615-17 (calculator) in the OSSG-2016 or the online free test # 3, pages 53-55.

Day Four:

- Work the Math Test (student-response) problems on pages 710-11 in the OSSG-2016 or the online free test # 4, pages 36-37.

Day Five:

- Work the Math Test (student-response) problems on pages 726-28 (calculator) in the OSSG-2016 or the online free test # 4, pages 52-54.
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Math Test section of the journal in your notebook

Lesson 8 Math- Student- Response

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

Answers to Workbook Problems

Math Test (student-response): WBK pages 43-49

1. If $-9/4 < -2w+3 < -7/5$, what's one possible value of $8w-12$? (Think Logically)

The answer can be any number between 5.6 and 9. Such as 5.7 or 6 or 6.8 or 7.1 or 8.3 or 8.9

Notice that $8w-12$ equals -4 times $-2w+3$ so multiply each part of the inequality by -4 . (Remember that multiplying an inequality by a negative, turns each inequality sign the opposite direction.)

$$-4(-9/4) > -4(-2w+3) > -4(-7/5)$$

$$9 > 8w-12 > 28/5$$

$9 > 8w-12 > 5.6$ so $8w-12$ can be any number between 5.6 and 9 such as 8

2. If ABC is equilateral, then what is the value of $w + x + y + z$? (Triangle Rules)

300

$$\text{So } w + (x + y) + z = 60 + 180 + 60 = 300$$

$$\text{I.e. } x+y=180, w=60, \text{ and } z=60, \text{ so } w+x+y+z = 60 + 180+60 = 300$$

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3. **John and Mary leave the town square at exactly the same time and walk for 3 hours. John walks directly north at 4 miles per hour, while Mary walks directly west at a rate of 3 miles per hour. What is the distance between them at the end of the 3 hours? (Make a Diagram)**

15

When you draw this picture out, you find yourself with a 3-4-5 triangle so 3×3 is 9 and 3×4 is 12:

A 3-4-5 triangle is a right triangle and the smallest integer for a Pythagorean Triplet.

The missing side is 5 so the distance will be 3(hours) multiplied by 5. Thus 15 is the correct answer.

4. **The table below shows the students enrolled in Dr. Marlene’s Freedom and Liberty Class from 1986 through 1992. If the median enrollment during the seven years was 1745 and no 2 years had the same enrollment, what is the greatest possible value for X?**

(Make a Diagram)

1744

When you put the numbers in the right order from least to greatest with “1745” as the median, (middle number) then the greatest possible value is 1744

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5. **If $a^2 + 14a = 51$ and $a > 0$, what is the integer of $a + 7$? (Simplify and Try)**

10

The Rule: Simplify the equation

Rewrite original equation as $a^2 + 14a - 51 = 0$.

$$a^2 + 14a - 51 = 0.$$

$$(a + 17)(a - 3) = 0$$

$$a = 3$$

$$a + 7 = 3 + 7 = 10$$

6. **The figure below contains a piece of paper in the shape of a polygon with equal sides and equal angles and is covered with a laptop. If $a + b = 120$, how many sides does the polygon have? (Polygon Rules)**

6

To find out how many angles, simply divide the polygon into triangles. Each polygon has 180 degrees, so multiply 180 by the number of triangles in the polygon.

The actual math formula for this rule is $180(n - 2)$, “n” being the number of sides. Thus a 4 sided figure should be calculated as follows: $180(4 - 2) = 360$. Or we could just count the number of triangles:

Two triangles $\times 180 = 360$. That was much faster!.

The four angles shown have to equal 360, since all four-sided polygons equal 360, and we know that $a + b = 120$.

Thus $a + b + ? + ?$ is really $120 + ? + ? = 360$ which means $360 - 120 = 240$ for both unknown angles or 120 each.

Now we need to find out how many sides the unknown polygon has so we will pick a number. There are going to be x sides, how many degrees would that require which will equal 120 degrees? Try the least possible amount using the formula $(n - 2)180$. Let's start with

Lesson 8 Math- Student- Response

7 so substitute $(7-2)180 = 5 \times 180 = 900$, but if you divide $900/7$ this equals a number with a decimal so let's try 6. Substitute $(6-2)180 = 720$ so $720/6 = 120$ so 6 is CORRECT.

7. **Brenda made a 180-ounce bowl of coleslaw for the picnic. To make it, she added 7 parts mayonnaise, 10 parts carrots and 19 parts cabbage. How many ounces of carrots are in the mixture? (PAW LAW)**

50

Add all the parts together, $7 + 10 + 19 = 36$. Take the whole (180), divide it by the parts (36), and that will equal your average, which in this case is 5 ounces per part.

To find the ounces of the carrots, multiply the carrot Parts (10) times the average (5) and gives us the parts of carrots (50). The answer is 50.

FYI: Finding how many ounces are in a part is a piece of the problem. The total of the parts of vegetables equals the total ounces in the salad. When 180 oz. is divided by the 36 parts of vegetables, each part of vegetable equals 5 oz. Multiply the number of parts of carrots by 5oz: $10 \times 5 = 50$ oz.

8. **If x is randomly picked from the set {3, 7,8} and y is randomly picked from the set {4, 5, 9} what is the probability that the product of x and y is divisible by 5? (Take a Chance)**

3/9. 1/3 or .333

DO = Desired Outcome = $\frac{x \cdot y \text{ divisible by } 5}{x \cdot y}$

TOP Total Outcomes Possible

There will be a total outcome of 9 possibilities because you can multiply all three of set x with each number in set y = 9 so TOP or the denominator will be 9. If you multiply them all out you can find how many are "divisible by 5".

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$$3 \times 4 = 12 \quad 7 \times 4 = 28 \quad 8 \times 4 = 32$$

$$3 \times 5 = 15 \quad 7 \times 5 = 35 \quad 8 \times 5 = 40$$

$$3 \times 9 = 27 \quad 7 \times 9 = 63 \quad 8 \times 9 = 72$$

Numbers that end in 5 or 0 are divisible by 5 so that means 15, 35 and 40 are correct so there are 3 outcomes that will work so $3/9$ or $1/3$ or $.333$ will work.

9. In the figure below, point S lies on side RT. If $35 < x < 40$, what is one possible integer for y? (Straightly equals 180)

141 or 142 or 143 or 144

We know the picture is drawn incorrectly so circle “not drawn to scale,” along with the other key elements. We know RT is a straight y so it will equal 180, so $x + y = 180$.

We also know that x will be between 35 and 40 and there are multiple answers since the question says “what is one possible value” but we only need to have one.

So let’s plug in the number 37 for x.

$$y + 37 = 180$$

$$y = 143 \text{ which is CORRECT}$$

To double check your work, since there is more than one answer, try 38

$$Y + 38 = 180$$

$$Y = 142 \text{ so that means both are correct so just pick one of them.}$$

Or 141 or 142 or 143 or 144 ($180 - x$: $180 - 36 = 144$ or $180 - 37 = 143$ or $180 - 38 = 142$ or $180 - 39 = 141$)

FYI: integer & value are interchangeable for this problem and “between” means don’t use 35 or 40.

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10. **The partial table below is Bella's 4-day spending splurge at the beach. If her meals cost the same each day, what were her total expenses for Saturday? (Table Talk)**

105

If we were to add up all the clothes plus four days of meals, it totals 370 dollars. When we add all the clothes, it equals 310. $310 + 4$ days of meals = 370. By subtracting 310 from both sides, we get $4x$ equals 60. 60 divided by 4 equals 15. Now we find the expense for Saturday. \$15 for meals each day plus \$90 for clothes equals 105. Our answer is 105 dollars.

11. **If $(6x^2 + 4x + 7)(3x + 5) = ax^2 + bx^3 + cx + d$ for all values of x , what is the value of c ? (Foiled Again)**

41

Circle what the question is really asking for: Notice that "c" is the coefficient of "x" which means it replaces x, so mark out all answers that have nothing to do with "x"

This would be $6x^2$, ax^2 , bx^3 , d this leaves only $(4x + 7)(3x + 5)$ so simply multiply $4 \times 5 = 20$ and multiply

$7 \times 3 = 21$ so $20 + 21 = 41$

FOIL only what is needed - O and I in FOIL

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- 12. The three-dimensional figure consists of rectangular and triangular faces. Each rectangular face has an area of 45 and each triangular face has an area of 22, what is the total surface area of the figure? (Factor In)**

179

Don't be fooled by the diagram since it is incorrect. The factor needed here is addition. There are 2 triangular faces, and 3 rectangular faces. To solve this problem, it's as simple as adding the faces together

$$2(22) + 3(45) = 179$$

- 13. A recipe for cupcakes requires 2 pounds of flour per every dozen. How many pounds of flour will be required for an order of 78 cupcakes? (Parts Over Whole)**

13

This equation can be easily solved by the "part over whole" formula we used with percentage problems

$$2/12 = \text{part}/78$$

$$\text{Cross multiply } 78/2 = \text{Part}/12$$

$$156/12 = \text{parts}$$

$$13 = \text{parts}$$

$$\text{or } 78/12 = 6.5 \times 2 = 13$$

Lesson 8
Math-
Student-
Response

14. **What is the greatest four-digit integer that has a factor of 2? (PARC)**

9998

Circle the word “greatest” twice for emphasis.

We can chart out four spaces ___ ___ ___ ___ for the four digits. The largest number that can go in the first blank is 9. The same goes for spaces two and three: 9 9 9 __. That only leaves the last blank, which cannot be 9 because it wouldn't be divisible by 2, but 8 does! Thus our answer is 9998!

15. **What is the value of $b + c$? (See the Math)**

8

$$\begin{array}{r} 4a + 2b + 2c = 27 \\ -4a + b + c = 19 \\ \hline 0 \quad b + c = 8 \end{array}$$

The equation screams for an easy set up! Simply draw a line under both equations and just subtract the bottom from the top. (Subtract $4a$ from $4a$ which equals 0; Subtract b from $2b$ which equals b ; Subtract c from $2c$ which equals c and subtract 19 from 27 which equals 8

16. **A paperboy gets \$100 per FULL week to deliver papers in February, plus a \$5 bonus for every new house that subscribes. If he made \$750 this month, how many new houses subscribed? (Work Backwards)**

70

To get the answer, work it backwards by subtracting his monthly pay of \$400, which is \$100 per week times 4 weeks. Subtract the 400 from 750 and we are left with 350. There are 5 new houses so divide 350 by 5 and we get 70.

Lesson 8
Math-
Student-
Response

- 17. The area of the figure below is $10/3$. What is the perimeter of the figure? (Add in Given Information)**

8.66 or $26/3$

Add in the given information and all the numbers needed to work out the problem.

Area is the inside of the box and perimeter is the total distance around the box. Let's draw on their picture and add in all the given information. Total area is $10/3$ because $l \times h$ (3×1) convert to $9/3$ which leaves $1/3$ for that extended part of the box. Fill in the rest of the info (blue)

So $3 + 1 + 1/3 + 1 + 1/3 + 2 + 1 = 8 \frac{2}{3}$ and converted to 8.66 or $26/3$

- 18. If x and y are two different prime numbers greater than 1, and $z = x \cdot y$, how many positive factors, including 1 and z , does z have? (Substitute)**

4

Start by giving x and y the values of 2 and 3. This would make z equal to 6. The factors of 6 are 1, 2, 3, and 6. Thus our answer is 4.

Lesson 8
Math-
Student-
Response

19. If A, B, C, and D each represent a different NONZERO digit in the number ABCD, what four-digit number would exist according to the following rules?

(Substitute)

$$A = B + C + D$$

$$B = C + 2$$

$$D = C + 4$$

9315

Chart out four spaces for A-B-C-D _ _ _ _

Rule 1 is that $A = B + C + D$, which means that the sum of these three numbers must be 9 or less. Let's just plug in 9 for sake of simplicity.

Rule 2 states that $B = C + 2$, so B must be 3 or greater.

Rule 3 states that $D = C + 4$, so D must be 5 or greater.

Since we know that the sum of the numbers can't equal more than 9, and $3 + 5 = 8$, then C must equal 1.

Thus our answer is 9315.

20. In the xy-plane below, $RS \perp ST$. What is the value of n?
(Slippery Slopes)

60

To get from R to S we go up 4 units, right 28 units so the slope of RS is $4/28 = 1/7$. Because ST is perpendicular to RS, the slope of ST is -7 $= -7/1$ This means every unit we move left along ST, we must move up 7 units. To get from 28 to 20 we must move 8 units. This means we must move up $8 \times 7 = 56$. Since we are starting at 4, $n = 4 + 56 = 60$

Lesson 8
Math-
Student-
Response

- 21. The table below classifies 78 animals at the Happy Rescue Farm as dogs, cats and potbelly pigs and as small, medium and large. What fraction of all small and medium animals are cats? (Data Analysis)**

9/64

Add the total small and medium animals ($39 + 25 = 64$). There are 9 cats so $9/64$ is correct.

- 22. In an xy -coordinate system, a line begins at the origin and is moving up 4 units and moving to the right 3 units. What is the slope of the line? (Slippery Slopes)**

4/3

By knowing our slope rules ($m = \text{rise/run}$), we can figure out that the answer is $4/3$.

- 23. A baker can decorate 35 cookies per hour. His new assistant can decorate 25 cookies per hour. If both people start decorating at the same time, how many minutes will it take them to decorate 140 cookies? (Think Logically)**

140

They can bake $60/60$ min or 1 per min $\times 140$ minutes = 140.

Lesson 8
Math-
Student-
Response

- 24. In the below figure, R, S and T lie on the same line. R is the center of the big circle and S is the center of the little circle. If the radius of the big circle is 6, what is the radius of the little circle? (Circle Rules)**

3

In this problem, we must add in the given information, so draw a line from R to T. This diagram is drawn to scale so we know that the line will be straight. Also, knowing math terms is still crucial so we know that radius is the distance from the center to the edge of the circle or half of the diameter. If we draw a line from the big circle center-R to the edge we know it is 6, so the diameter of the little circle will be 6 which means the radius of the little circle is half of that which is 3.

- 25. Ivy's specialty shoe store sales were 5 million dollars more the second year than the first, and sales for the third year were double the sales for the second year. If sales for the third year were 14 million, what were the sales, in millions of dollars, for the first year? (Work Backwards)**

2

Make a tally chart.

3rd year -14 million

2nd year was half of 3rd -7 million

1st year was 5 million less than the 2nd so it is 2

Lesson 8
Math-
Student-
Response

- 26. The figure below is made up of 16 smaller identical triangles that are equilateral. If**

the area of SUW is 14, what is the area of QUY ? (Factor In)

56

We know that SUW is 14 and it is comprised of 4 triangles so divide $14/4$ which equals 3.5. Since there are 16 triangles, and they are identical, then $16 \times 3.5 = 56$

We used division and multiplication to solve.

Lesson 9 Writing and Language

Student Homework:

Day One:

- Watch eCourse Lesson 9-Writing & Language and complete WBK pages 53-57 (answers given in video)

Day Two:

- Read CPG Textbook 181-210
- Work the Writing and Language Test problems on pages 468-71 in the OSSG-2016 and free test #2, pages 18-21.

Day Three:

- Create flashcards and memorize the acronyms in WBK page 52
- Work the Writing and Language Test problems on pages 472-75 in the OSSG-2016 and free test #2, pages 22-25.

Day Four:

- Create flashcards and memorize the acronyms in WBK page 52
- Work the Writing and Language Test problems on pages 479-81 in the OSSG-2016 and free test #2, pages 29-31.

Day Five:

- Create flashcards and memorize the acronyms in WBK page 52
- Work the Writing and 578-81 in the OSSG-2016 and free test #3, pages 16-18.
 - a) Grade the OSSG problems (answers are at back of test)
 - b) Go back over missed problems in the OSSG Answer Key
 - c) Write missed problems in the Writing and Language Test section of the journal in your notebook

Lesson 9 Writing and Language

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

Lesson 9
Writing and
Language

Answers to Workbook Problems

Writing and Language: WKB Pages 53-57

1. (B) CORRECT

- By drawing the line, we see that B is the shortest - even shorter than the underlined part. Let's look at the original. We see that "having" is always a red flag and a colon is used inappropriately. We can rule out C and D because they add extra short words such as "and" and "but". A colon is for a list and "but" is for contrast. A dash is for emphasis so B is correct.
- The writer wants to convey an attitude of being ill at ease for the future of the young orphans. Which choice accomplishes this goal?

(D) CORRECT

- Draw line –
- D is the shortest - even shorter than the underlined word so now look at the underlined portion. The word "overthought" doesn't make sense so try "D" in the sentence and it fits.

3. (B) CORRECT

- Draw your line - B is the shortest answer - shorter than the underlined words.
- Look at number 3 in the passage.
- Notice that the sentence is redundant with "unjustly overbearing" which is the same as oppressive. C and D are also redundant so B is correct.

Lesson 9 Writing and Language

4. (C) CORRECT

- Draw your line - B is the shortest - but not shorter than the underlined part so now look at the underlined part.
- As you read the sentence, we find “not only” which calls for a “but also”.

5. (A) CORRECT

- Draw your line and we see that B is the shortest - but the underlined word is shorter.
- When you read the sentence, “however” is used correctly because it means “in contrast” so A is correct.

6. (D) CORRECT

- By drawing your straight line, D is the shortest linear line and it is also shorter than the underlined word which ends in an -ing.
- Always circle the suffixes like the -ing in C as well as the original.
- As you try “abandoned” in the sentence - it works and D is the answer!

7. (C) CORRECT

- Draw your line and B is the shortest.
- When you try it in the sentence, it doesn’t work.
- Remember the INSIDE ANSWER rules which you use “between” for distinct items and “among” for non distinct items. C is correct.

8. (A) CORRECT

- Draw your line - D is the shortest, but when you try it in the sentence it doesn’t make sense. When we read the sentence, the word “with” is the correct idiom.

Lesson 9 Writing and Language

9. (B) CORRECT

- Draw your line - all the answers are the same length. This is where you remember the difference in definitions. Know connotations-access means entry/open door/convenience.
- “Access” makes sense – and with the right preposition.

10. (C) CORRECT

- Draw your line and we find that C is shorter than the other answers and the underlined portion which contains an -ing word. Read it back into the sentence and see if it makes the most sense.

11. (D) CORRECT

- Draw a line. C and D are the same length but the underlined word is shorter and it doesn't make sense. The word “faces” is plural so the word needs to be plural.

12. (D) CORRECT

- Draw your line and notice that D is shortest, including punctuation over the answers and the underlined part. This is exchanged possessive words.
- The underline portion incorrectly adds an “ies” because it is modifying hands which is also punctuated incorrectly with a possessive “s”.
- B is similar and C also incorrectly adds a possessive “s” to hands so D is correct.

13. (D) CORRECT

- Draw your line - D without punctuation is the shortest answer and notice the underlined portion has an -ing word so circle it. Try D in the answer - It fits - D is the answer.

Lesson 9 Writing and Language

14. (A) CORRECT

- After drawing your line you can see that most of the answers along with the underlined portion are even. Here is where you remember your INSIDE ANSWER rules about dashes and commas. There is a natural pause so we need a comma.

15. (D) CORRECT

- Draw your line - notice that D is shortest and even with the underlined portion.
- We need to remember our INSIDE ANSWER rules where affect is influence and effect is a result. When we insert D in the sentence it works.

16. (C) CORRECT

- Draw the line and examine the underlined part to see which is shortest but remember our rules.
- “Not only” is in the sentence which means we need a “but also” so C is correct.

17. The author wants to convey an attitude of genuine concern that some material may be unsuitable for certain people. What choice accomplishes this goal?

(B) CORRECT

- Draw your line - B is shortest among all the answers.
- This question calls for a good word substitution that makes the best sense. Look at the context of the sentence. The words “really bad” are not the best way to say “inappropriate material”. B fits the bill and is correct.

Lesson 9 Writing and Language

18. (C) CORRECT

- Draw your line - C is shortest among all the answers. Since the subject “works” is plural, we need a verb that goes with it without an “s” so C – “portray” is correct.

19. (B) CORRECT

- We are looking for correct information from the chart. Notice that the underlined portion starts with “the” and ends with “test” (reverse clones) and so does B and D.
- The original underlined part is wrong because there were only 1 school that fell into all 3 categories.
- We are given 6 school types, and 4 of them failed the prurient test, i.e., a majority of types failed so B is correct. For C, although the information may be true, there’s no way a chart can tell us what the colleges “care” about. We have no idea if D is true or not.

20. (D) CORRECT

- We can see by our line that B is shortest but this type of sentence calls for reading the sentence. We notice that “to be out in the open” is redundant of “public setting” so it is incorrect. Both B and C are also redundant so delete the underlined portion and add a question mark. D is correct.

21. (C) CORRECT

- Draw your line and we notice that “however” is shorter but when we read the sentence as is, the word means “in contrast” so it doesn’t make sense.
- Knowing our INSIDE ANSWER rules, both B and D are similar to “however” and C-“subsequently” is a consequence, which works.

Lesson 9 Writing and Language

22. (B) CORRECT

- Draw your line-B is shortest so we try it in the sentence and it works.
- “Whom” is used incorrectly and C and D have extra short words-always circle them so you can see. B is correct.

23. (A) CORRECT

- Draw your line, look at the underlined portion and notice it is the shortest. It also works in the sentence. B, C and D are exchanged words and B is possessive so A is correct.

24. (D) CORRECT

- Draw your line - D is shortest among all answers. Try it in the sentence and see if it works. A-as it is, the sentence doesn't make sense. D is correct.

Lesson 10 Writing and Language

Student Homework:

Day One:

1. Watch eCourse Lesson 10-More Writing and Language and complete WBK pages 59-65 (answers given in video)

Day Two:

1. Review flashcards with acronyms in WBK page 58
2. Work the Writing and Language Test problems pages 582-84 in the OSSG-2016 or free online test #3, pages 20-22.

Day Three:

1. Review flashcards with acronyms in WBK page 58
2. Work the Writing and Language Test problems pages 590-93 in the OSSG-2016 or free online test #3, pages 28-31.

Day Four:

1. Review flashcards with acronyms in WBK page 58
2. Work the Writing and Language Test problems pages 476-78 in the OSSG-2016 or free online test #2, pages 26-28.

Day Five:

1. Review flashcards with acronyms in WBK page 58
 2. Work the Writing and Language Test problems pages 585-89 in the OSSG-2016 or free online test #3, pages 23-27.
1. Grade the OSSG problems (answers are at back of test)
 2. Go back over missed problems in the OSSG Answer Key
 3. Write missed problems in the Writing and Language Test section of the journal in your notebook

Lesson 10 Writing and Language

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 to 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.

Please notate the types of errors (A, B, or C) that you make on each missed questions so you can learn to correct them. Information can be found on pages 50-51 of the CPG Textbook.

Lesson 10
Writing and
Language

Answers to Workbook Problems

Writing and Language: WKB Pages 59-65

1. **Which choice provides the most appropriate introduction to the passage?**

(A) CORRECT

When we read the first line, it is an appropriate introduction about Ju-jitsu so it is correct. B is a supporting sentence, C is talking about “wars” and D is also a supporting sentence-not an introduction.

2. **Which choice most effectively sets up the information that follows?**

By looking at the first words, we get a clue on how to eliminate some answers by knowing our INSIDE ANSWER rules.

(A) “Evidently” means obviously but “primarily by men” is irrelevant to the next sentence.

(B) “Therefore” means a consequence and this information adds additional information.

(C) **CORRECT because notwithstanding is a contrast word and this sentence sets it up with softness vs anything at its disposal.**

(D) “Loosely” means approximately and this information is irrelevant to the following sentence.

3. **Which choice most logically follows the previous sentence?**

(D) CORRECT

When we read the line right before, it is talking about using various instruments against an attacker so we can automatically see that A, B and C are completely irrelevant to the previous sentence. D is correct because it continues the thought of techniques and weapons.

Lesson 10

Writing and Language

4. Which choice provides the most appropriate introduction of the third paragraph?

When you read the last line of the second paragraph and the first line of the third paragraph, we see we need a bridge from the beginnings of Ju-jitsu to the teachers of today.

- (A) This is a fragment
- (B) **CORRECT – this is a good introduction and does bridge the gap**
- (C) Additional information
- (D) Irrelevant information

5. What choice most effectively combines the underlined sentences?

(D) CORRECT

When we read our choices, A, B and C are obscure and don't make sense.

D properly combines and revises the two sentences best and it is the best version

6. To make the passage most logical, paragraph 4 should be placed

(A) CORRECT

By reading the last line in the paragraph 3, we see "human brain" so we know the next paragraph should follow the logical and it does mention "neurosciences" and "memory" so keep paragraph 4 it where it is now A is correct.

Lesson 10
Writing and
Language

7. **Which choice provides information that best supports the claim made by the paragraph?**
- (A) Irrelevant
 - (B) **CORRECT because it talks about students using their biological skills.**
 - (C) Contradictory
 - (D) Contradictory
8. **Which choice most clearly ends the paragraph with a restatement of the writer’s primary claim?**
- The first line of the paragraph gives details about neuroscience and how it plays a role in memory, especially when remembering Ju-jitsu techniques.*
- (A) This is simply a description of neuroscience
 - (B) Additional information
 - (C) **CORRECT because it reiterates how neuroscience delves into the memory portion of our brain.**
 - (D) Irrelevant
9. **At this point, the author is considering adding the following sentence: After all, it does mean “gentle art.” Should the writer make the addition here?**
- We know from the first paragraph that ancient Japan considered Ju-jitsu the “soft and gentle art” and the title reinforces it as well.*
- (A) Contradictory
 - (B) Irrelevant
 - (C) **CORRECT and found in the first paragraph.**
 - (D) Additional information

Lesson 10

Writing and Language

10. The writer is considering deleting the following sentence. Should the writer do this?

Judo is also a well-known popular martial art.

This line about Judo is unrelated to anything else we have read.

- (A) This is at the end of a paragraph so irrelevant when it comes to transitioning.
- (B) **CORRECT because Judo is a new idea.**
- (C) Obscure
- (D) Obscure

11. Which choice provides the most relevant detail?

When you read the line after the underlined portion you can see it talks about how “these men” so this is who the first line is describing.

- (A) **CORRECT because it precedes information about these two brothers.**
- (B) Irrelevant because it is talking about men in general not two specific gentlemen
- (C) Additional information
- (D) Irrelevant

12. At this point, the writer wants to further reinforce the paragraph’s claim about how far Ju-jitsu has come since its incarnation. Which choice most effectively accomplishes this goal?

- (A) **CORRECT because it shows that Ju-jitsu is very popular now.**
- (B) Adds information about Samurais and not about Ju-jitsu
- (C) Adds contradictory information about Karate’s popularity over Ju-jitsu’s
- (D) Adds information about uniformed techniques, not discussed anywhere else

Lesson 10 Writing and Language

13. (C) CORRECT

By drawing a line, we see C is the shortest answer - even longer than the underlined portion, and there are “ing” words in the other answers.

Insert C back into sentence and it restates best so C is the answer. we see that the underlined portion is redundant f

14. (D) CORRECT

Draw a line –B is the shortest but doesn’t make sense, nor does C make sense in the sentence.

Notice that the underlined portion has an “-ing” word which is usually a wrong answer.

When you read the sentence, we see that the underlined portion is redundant for “lucrative” so we need to eliminate it so D is correct.

15. At this point, the author is considering deleting the sentence. Should the writer make this change here?

(B) CORRECT

This question is a revision question so we read the sentences before and after the underlined portion.

It seems to be out of place by adding new information so it needs deleting.

A is incorrect because “Mandarin” is also a new idea so B is correct

16. (D) CORRECT

Draw your straight line-D is the shortest and the underlined portion as an “ing” word and is longer.

Try it in the sentence - D is the best restatement. Also notice B and C have added suffixes and extra short words.

Lesson 10 Writing and Language

17. **Which choice most effectively sets up the information that follows:**

This is a long question so there needs to be the best version. When we read the sentence, we see the word “they’re” so we need to find who it is referring to.

She has brought “them” souvenirs and “they” want to know about life in Texas.

- (A) Texans would already know this information so A is wrong because it is irrelevant.
- (B) **CORRECT - Talks about her colleagues which is who she brought the souvenirs for and want to know about Texas. It’s also the shortest.**
- (C) Obscure because schools wouldn’t ask about souvenirs
- (D) Irrelevant because it is not asking about taking jobs or being exotic in this sentence

18. **Which choice most logically makes sense here?**

- (A) **CORRECT - By reading the lines before and after the sentence as it is, this is the best version.**
- (B) “However” means opposite
- (C) “Notwithstanding” also means opposite
- (D) “Thereafter” is a sequence

19. **(C) CORRECT**

Draw your line - C is the shortest.

Read it back into the sentence - it makes sense because the underlined portion is the word and has been exchanged for the wrong answer so C is correct.

Lesson 10 Writing and Language

20. (D) CORRECT

Draw your line and we see B is the shortest but when you read it back in the sentence it doesn't make sense.

As it is, "between" means the comparison should be distinct such as "between Paul and Jim" but since the mentioned items are not distinct, the word "among" should be used so D is correct

21. Which choice most effectively combines the underlined sentences?

(B) CORRECT

The sentences as is contain "having" which is usually wrong so we know C is also wrong.

Draw your line and notice B is the shortest so try it in the sentence first.

It is the best revision so B is correct.

22. Which choice best connects the underlined portion to the previous sentence?

(A) **CORRECT - The sentence is already a good connection between the before and after sentences.**

(B) Contradictory

(C) It may go with Cancun but does not connect the after sentence.

(D) Additional information

23. To make the passage most logical, the underlined portion should be placed

(A) When you read the line before and after, this sentence is out of place.

(B) Line 6 doesn't work.

(C) **CORRECT because it fits right before line [19] when they are at the market place.**

(D) At the end doesn't make logical sense.

(A) A semi-colon here is incorrect because it is not two complete sentences.

Lesson 10

Writing and Language

- (B) A colon is reserved for a list or definition so this is wrong.
- (C) **CORRECT because a comma is needed for the pause.**
- (D) A dash is used when there is an emphasis on something.

Lesson 11 The Essay

Student Homework:

Day One:

1. Watch eCourse Lesson 11-The Essay and complete one outline/essay in WBK pages 71-73

Day Two:

1. Create flashcards and memorize the acronyms on pages 69-70 in WBK
2. Write essay acronyms on outside of paper before writing outline (erase afterwards)
3. Create an *outline from essay #2 pages 506-07 in OSSG-2106 or free online test essay #2.
4. Read CPG Textbook pages 215-236

Day Three:

1. Create flashcards and memorize the acronyms on pages 69-70 in WBK
2. Write a timed 50-minute essay using the outline from essay #2 pages 506-07 or free online test essay #2.

Day Four:

1. Create flashcards and memorize the acronyms on pages 69-70 in WBK
2. Write essay acronyms on outside of paper before writing outline (erase afterwards)
3. Create an *outline from essay #3 pages 620-21 in OSSG-2106 or free online test essay #3.

Lesson 11 The Essay

Day Five:

1. Create flashcards and memorize the acronyms on pages 69-70 in WBK
2. Write a timed 50-minute essay using the outline from essay #2 pages 620-21 or free online test essay #3.

*Skim the paper and circle key names, title, dates, examples and use acronyms to create a smart sounding outline on your pages.

After writing the essays, check each one for the 6 main points:

- a) Explosive Opening
- b) Thesis Overview
- c) Short Philosophical Statement
- d) Three Concrete Examples from The Essay
- e) Use 3-4 Strong Vocabulary Words
- f) Five Paragraphs-landing on 4th Page

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 using the acronyms HOT POWERFUL PAPER and BICEPS.

Lesson 12 More Essay Practice

Student Homework:

Day One:

- Watch eCourse Lesson 12-More Essay Practice and complete 1 *outline from WBK essay pages 78-80
- Write essay acronyms on outside of paper before writing outline (erase afterwards)

Day Two:

- Review flashcards with the acronyms on pages 69-70 in WBK
- Write a timed 50-minute essay using the outline from essay WKB pages 78-80

Day Three:

- Review flashcards with the acronyms on pages 69-70 in WBK
- Create an *outline from WKB essay pages 85-87
- Write essay acronyms on outside of paper before writing outline (erase afterwards)

Day Four:

- Review flashcards with the acronyms on pages 69-70 in WBK
- Write a timed 50-minute essay using the outline from essay WKB pages 85-87

Day Five:

- Allow 3 hours and 50 minutes
- Retake Test #1 (same practice test from the beginning)
- Notate Improvement in each section

*Skim the paper and circle key names, title, dates, examples and use acronyms to create a smart sounding outline on your pages.

Lesson 12 More Essay Practice

After writing the essays, check each one for the 6 main points:

- a) Explosive Openin
- b) Thesis Overview
- c) Short Philosophical Statement
- d) Three Concrete Examples from The Essay
- e) Use 3-4 Strong Vocabulary Words
- f) Five Paragraphs-landing on 4th Page

Essay Templates

- Download the essay templates from the eCourse and use them to practice with using the examples essays.
- Memorize the proven templates so you can use their formatting on the real test.

Lesson 12 More Essay Practice

Homework Review:

Make sure to look over the essay. Check to make sure the essay is coherent, constructed well, and hits all six main points using the acronyms HOT POWERFUL PAPER and BICEPS.

Gameplan

Now that you have finished the program and retaken the first test to mark improvement, make a game plan for practicing.

1. Spend time daily/weekly.
2. Write missed questions in journal.
3. Review missed questions. periodically. (Conquer weaknesses)
4. Do “Daily Question” from The College Board via Twitter, app or the site.
5. Go back over eCourse several times to internalize the strategies and solidify the information so you can apply the information appropriately.
6. Take test #4 in the OSSG-2016 or the free one online.
7. Take the free practice tests #5 and #6 at <https://collegereadiness.collegeboard.org/sat/practice/full-length-practice-tests> as you are nearing an actual test. Time yourself according to each section and pace yourself using the CPG strategies. Treat this just like a real test.

Retake the OSSG 2016 tests several times in their entirety. (Keep them clean with a page protector and use a grease pencil or wet erase marker to work the problems.) Pick up a new College Board test booklet each year at most local guidance counselor’s office. Practice with only real College Board questions.

You can reuse the PSAT booklets when returned as well as order the “Question and Answer Service” for the SAT tests. For a fee, students can receive a clean test booklet back from the October, January and May tests as well as scoring information. This gives some extra practice materials to help internalize the strategies.

Testing Week

- Practice as many hours a day as you are able by going over acronyms, daily questions and strategies.

Day Before Test

- Don't do any prep work.
- Get all supplies ready. (pencils, calculator, registration ticket, 2 forms ID, snacks, water, analog watch)
- Go to bed early.

Testing Day

- Eat a light breakfast.
- Leave early.

At The Test

- Set your watch for 12:00 for each section. (no alarms allowed)
- Write appropriate acronyms for each section on the page.
- Read question carefully and answer if you are 100% sure the answer is right. Circle the answer.
- Notate what is wrong with each Reading passage question with a C.O.A. or T. Always insert and read the Writing answer back into the context of the passage. Double-check the math work after each step.
- Skip the question if you are unsure of the answer after a quick glance-star and come back later.
- Transfer circled answers at the end of the section or at the end of each passage for Reading and Writing. Every two pages for the Multiple choice math and after EACH Student-Response question.
- You should have gone through the test 3-4 times as you come back to answer skipped questions.
- RELAX and BREATHE - you can do this!

READING

- Know the reverse/scope words, cause & effect words, prefixes, root words, prefixes, positive/negative test, etc. (CPG Textbook pages 84-85, 267-280)

Passage-Based Reading

- Skip reading the passage and identify the five question types. Start from the end and label the questions and answer them in the correct order. Use the following process to complete the section:
 - a) Skip the Overall Passage Questions until last
 - b) Vocabulary Use Questions (U)—substitute answer choice words in sentence and be careful of common meanings.
 - c) Line Citation Questions (C)—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.
 - d) Command of Evidence (COE) circle both questions together, match key words in both and find corresponding lines to answer both questions at the same time.
 - e) Chart Analysis (CH) Read and circle data requirements and find crossing points that intersect.
 - f) Go back to Overall Passage Questions (P)—read/underline italicized portion & review opening and closing sentences as you reread circled citations.

MATH

- Know your basic math, algebra, trig 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—even enlarging the picture!
- Over label each drawing.

Math Shortcuts

- Look to find the fastest way to answer each question. (Try to minimize calculations!)
- Treat question and answers as one entity.
- If you can't answer fast after a quick glance, star and skip it and come back to it later.

Math Answers

- Transfer Multiple Choice answers after every two pages,, Student-Response answers after each one.

Writing and Language

- Learn the most common grammar errors with the acronym INSIDE ANSWERS.
- Identify the three types of questions: grammar, style and reading analysis.
- Memorize the steps to success with the acronyms RESTATE and REVISE.

Essay

- Practice with articles, speeches, and documents that are around 700 words.
- Download from the eCourse the essay templates and practice with them.

Include Six Main Points

- Explosive Opening
- Thesis Overview
- Short Philosophical Statement
- Three Concrete Examples from The Essay
- Use 3-4 Strong Vocabulary Words
- Five Paragraphs-landing on 4th Page

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. 85% of colleges use test scores for acceptance and money because they get their national rankings based on scores. The higher the score-the more money a student gets!

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.*

8th Grade

Students need to take the PSAT 8/9 in October. The test doesn't count but it can give them a baseline score and get them familiar with the test. When they get their booklet back from the school, (November) they can go over their weaknesses. (Home educated students need to check box 22 so their state's homeschool code will be entered and they will receive their test booklets back in the mail.)

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!) Take the 8/9 PSAT in October and go over booklet when returned.

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.org with their new email address and should be sending the “Daily Question” (QOTD) to their inbox which can be obtained from Twitter, the mobile app or site. 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 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.*, Long Passage or Dual Passages). 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.

GUIDE TO SUCCESS! 9th Grade

3. Sign-up early at your local school to take the PSAT 8/9, 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 home-schooled (Check box 22 so the state homeschool code will be entered.)
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!)

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.org with their new email address and should be sending the “Daily Question” (QOTD) to their inbox, from Twitter, the mobile app or the site. 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 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.*, Long Passage or Dual Passages). 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.

**GUIDE TO
SUCCESS!
10th Grade**

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 (Check box 22 so the state homeschool code will be entered.)
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 2016*)
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 Textbook 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!)

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.org with their new email address and should be sending the “Daily Question” (QOTD) to their inbox, from Twitter, the mobile app or the site. 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 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.*, Long Passage or Dual Passages). 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.

**GUIDE TO
SUCCESS!
11th Grade**

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.org to take the October SAT. This can greatly help students on the PSAT that is offered the third week of October.
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 1520!) 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 check box 22 in order to get their test booklet back in the mail. 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 Textbook for more information.
6. Now is the time to continue with practicing for the SAT. (All the practicing for the PSAT will help on the SAT. The main differences are fifteen minutes longer and the optional essay.)
7. Practice 6-10 hours a week with actual College Board tests (*e.g.*, *The Official SAT Study Guide 2016*, 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".

**GUIDE TO
SUCCESS!
11th Grade**

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. The goal is to make the senior year test-optional.
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 SAT a week. Use only College Board tests! See CPG Textbook 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 2016*, 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.org with their new email address and should be sending the “Daily Question” (QOTD) to their inbox from Twitter, the mobile app or the site. 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 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.org.) 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 2016*, 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”.

**GUIDE TO
SUCCESS!
12th Grade**

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