

SAT Intensive Workshop - Day 3

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Remember the two slogans we've come up with so far:

1. Math: FEWER CALCULATIONS MEANS FEWER STUPID MISTAKES.
2. Writing: BE AS CONCISE AS POSSIBLE IN AS FEW WORDS AS POSSIBLE.

1 Today's Events

- Vocabulary quiz and games.
- Essay review and peer review.
- Review of Reading section 1 from 11 June.
- Review of Writing section 2 from 11 June.
- Review of Math section 3 from 11 June.
- Lunch.
- Math section 4 practice exam.
- Reading section 1 practice exam.
- Writing section 2 practice exam - did as group.

1.1 Essay review

As a class, you all seemed to synthesize the information from the passage very well. Most of you picked up on the most important parts of the passage, so I don't think we need to work too much on reading comprehension. I did see some of you struggling more with the analysis and writing part.

When analyzing the paper, your paragraph should consist of half evidence, and half why that evidence convinces the reader that the argument is correct. Most of you focused too much on just providing evidence, and not on how that evidence persuades readers to agree with the passage. I also struggled with this when I was taking the SAT, so just be aware that this is a common problem. It'll go away with practice.

Regarding writing, most of you structured your papers decently well. SAT graders really like to see the generic 5-paragraph paper format. Introduction, 3 body paragraphs, and then the conclusion. So, you should really have three main things you want to say, so that you can write three body paragraphs. Furthermore, the topic sentences for your paragraphs should tie in what you talked about in the previous paragraph with what you're about to talk about in the current paragraph. Some of you should work on writing strong thesis statements. These should very explicitly state what you will be talking about throughout your entire paper in very concise language. Try to use more varied language, and definitely do not use any casual language.

Finally, be sure to use correct punctuation and capitalization. It may be hard to remember to do so under time pressure, but it'll be a huge knock against you if you can't capitalize words after a period.

1.2 Review of Reading section 1 from 11 June

We didn't really talk too much about strategy or new material. Since some of the passages were really hard, we took the time to read through some of them aloud and figure out the new words.

1.2.1 New words

A few things about memorizing words – it's often easier to memorize things when you attach some meaning to it. For example, I don't think many of you will forget what "traipsing" means, or what "nuance" means. Try to see if you can come up with some ridiculous image or attach a memory to each word, and it might make it easier and more fun.

- veranda (n) - a covered porch.
- brazier (n) - a portable heater with a stand for holding lighted coals.
- mediation (n) - intervention in a dispute to solve it.
- deferential (adj) - showing respect, being humble.
- unseemly (adj) - improper, inappropriate.
- impose (v) - to force upon someone or something else.
- disparage (v) - disrespect, represent as being of little worth.
- deference (n) - submission, respect.
- ambivalent (adj) - having mixed feelings, not feeling strongly for or against.
- construe (v) - interpret, present.
- expenditure (n) - spending money.
- apprehensive (adj) - anxious, fearful.
- unprecedented (adj) - never done before.
- substantiate (v) - provide evidence to support or prove.
- corroborate (v) - confirm, support.
- vantage (n) - place that gives a good view of something.
- spire (n) - thin, tall tower, usually spiraling.
- laden (adj) - heavily loaded.
- procession (n) - formal parade, solemn parade.
- fresco (n) - type of painting, done with watercolor on wet plaster.
- traipse (v) - walk wearily or reluctantly.
- venerable (adj) - deserving of much respect, almost godlike respect.
- pence (n) - plural form of penny in the UK.
- bazaar (n) - open-air marketplace, usually Eastern.
- omnibus (n) - archaic language, it means bus.
- pulpit (n) - raised platform or stand, most always in a church, from which speeches are delivered.
- coal-scuttle (n) - bucket for coal, conveniently placed by the stove.
- candor (n) - honesty, frankness.
- solidarity (n) - unity, often among people sharing something in common.
- exclusionary (adj) - being exclusive.
- momentous (adj) - something of great importance, deserving of a grand moment.

- pervasive (adj) - everywhere.
- desolate (adj) - deserted, bleak, dismal.
- broach (v) - raise for discussion.
- breach (v) - break through.
- breeches (n) - archaic language, means pants.
- pragmatic (adj) - practical.
- lacquer (n) - liquid that dries as a protective coating for wood and other substances.

1.3 Review of Writing section 2 from 11 June

1.3.1 Leading words

When we start a sentence, we often use a single word to tie our sentence with the previous one. Here are a few of them:

1. Thus, therefore, hence - means the same thing as “because of”. Gives a conclusion that comes from the evidence presented in the previous sentence.
2. Moreover, additionally, furthermore - means the same this as “in addition”. Adds more information that is relevant to the previous sentence.
3. However, although - means the same thing as “but”. Raises an exception to the previous section.

1.3.2 Punctuation

Some of you expressed concerns that you weren’t exactly sure how to use colons, semicolons, and so on. There will be a lecture, either tomorrow or Friday, on how to use punctuation to break apart independent and dependent clauses.

1.4 Review of Math section 3 from 11 June

1.4.1 Slope-intercept form

All of you know this pretty well, but it comes up so often on the SAT that I think it’s worth mentioning in these notes.

Definition 3.1. The equation for a line in the plane is said to be in *slope-intercept form* if it is in the form

$$y = mx + b,$$

where m is the slope of the line, and b is its y -intercept.

Example 3.2. A line in the xy -plane passes through the origin and has a slope of $\frac{1}{7}$. Write the equation for the line.

Proof. We write the equation in slope-intercept form, since we are given that the slope is $\frac{1}{7}$, and the y -intercept is 0, since the line goes through the origin, $(0,0)$. So, the equation for the line is $y = \frac{1}{7}x + 0$, or

$y = \frac{1}{7}x.$

□

1.4.2 Vieta's Formulas

This was the main concept we covered today in our review.

Theorem 3.3 [Vieta's Formulas for Quadratics]. Given a generic quadratic $ax^2 + bx + c = 0$ with roots r_1 and r_2 , then

$$\begin{aligned}r_1 + r_2 &= -\frac{b}{a} \\ r_1 r_2 &= \frac{c}{a}\end{aligned}$$

In particular, if the polynomial is monic, meaning that $a = 1$, then

$$\begin{aligned}r_1 + r_2 &= -b \\ r_1 r_2 &= c\end{aligned}$$

Example 3.4. Write a polynomial whose roots are 5 and 3.

Proof. Using Vieta's formulas, we can set $a = 1$, and $b = -r_1 - r_2 = -5 - 3 = -8$, while $c = 5 \cdot 3 = 15$. So, a possible polynomial is $x^2 - 8x + 15$. \square

2 Homework

Make sure you know all of the words in section 1.2.1, their definitions, parts of speech, and how to use them in a sentence.