

SAT Intensive Workshop - Day 2

Tomas Matzner

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Please send errors, questions, and comments to tomas.matzner@utexas.edu.

Also, notes will usually not be this robust (do you know what robust means? If not, look it up) - we're covering a lot of new material right now, but it will turn into more of a drill session later on in the workshop, with more of a focus on practice and less of a focus on new material. You should definitely be taking personal notes, as it is impossible for me to include everything we've covered in these packets.

1 Some More Policies

1.1 Class Homepage

All class materials will be posted on my Github, <https://github.com/TomasMatzner/SAT-Intensive-2019>. I will post the day's materials no later than 6:45 PM, unless I say otherwise. You are responsible for the material in all of the files (except the LICENSE file - please ignore it).

1.2 Tardy Die

We decided to come up with a tardy system today. If someone is late, then they will get to roll... the punishment die!

1. 10 chest-to-ground burpees.
2. Bring food for everyone.
3. Sing a song of the class's choosing, with choreography.
4. Bring food for everyone.
5. One quality pushup. And by quality, I mean good form, all the way down slowly, and all the way back up slowly.
6. Bring food for everyone.

A brief note about food: this should be something small, like snacks or drinks. It should really not total more than \$10 worth of food. After all, the punishment die is more of a mechanism with which to have fun, not an *actual* punishment.

1.3 Sharetea

I know it's only a mile away and that most of you are athletic, but please don't go there on your own. There are some major roads you'd have to cross, and it's overall a bad idea, even with adult supervision. In general, please don't leave the school campus without a parent or guardian.

That said, I am more than happy to take boba tea orders and go get it for you during my lunch break. Not every day, though – I'd like a break sometimes, too!

2 Today's Events

- Icebreakers.
- Review of Reading section 1 from 10 June exam.
- Review of Writing section 2 from 10 June exam.
- Lunch
- Reading section 1 practice exam.
- Writing section 2 practice exam.
- Mathematics section 3 practice exam.
- Practice Essay.

2.1 Review of Reading section 1 from 10 June Exam

2.1.1 Strategies

When reading the passages, especially if you're struggling to finish in time, do a quick speed read of the passage to get a sense for what it's talking about. Furthermore, since all of the passages are well-written literature, reading the beginning and the end of each passage will also give you a good sense for what the main points in the passage will be.

Also, try to find concrete evidence (e.g. a line number) for each question you answer if you have time, even if the test doesn't ask you for it. If the test *does* ask you for evidence, be sure to consider questions in appropriate pairs.

2.1.2 Writing Exercise

We wrote a two to three sentence summary of the third passage of this section. Thank you to Karena for being brave enough to present her writing.

2.1.3 New words

- Vaunted - raised to a pedestal; boasted. *The obnoxious know-it-all made sure everyone knew about his vaunted achievements at the track meet last weekend.*
- Idealism - set of ideals that make up a frame of mind. *The American idealism leans heavily on freedom for all.*
- Purported - supposed; appearing to be true. *The wolf purported to be a sheep, but the flock caught on quickly due to his weird actions.*
- Antagonism - conflict/hate between two parties. *There is so much antagonism between shoppers during Black Friday.*

- Futile - useless; will not bear fruit. *The student's efforts to come to class on time were futile due to the major car accident on his way to school.*

2.2 Review of Writing section 2 from 10 June Exam

2.2.1 Strategies

There's not much to say here apart from having a solid understanding of English grammar. I found it personally helpful to whisper questions and answers out loud to see which answer choice sounded the most correct. Also, skip the questions that are of the form, "To make this paragraph more logical, sentence n should be placed . . .", and leave them for later. I think that the best way to do them is by brute forcing all of the answer choices, and that could take quite a bit of time.

2.2.2 Matching Tenses and Quantities

When choosing which verb tense to write down, be sure that the verb tense and quantity match. For example, a sentence in the present should only have present tense verbs.

Example 2.1. Given the following sentence: *For Maggie Merchant, a medical writer at a biotechnology company, responsibilities include writing consumer manuals that . . . the technology behind the new products and how they should be used.* Which of the following should replace the dots?

- A) explains
- B) has explained
- C) will have explained
- D) explain

The relevant verb here is "writing", so the answer must be in the present tense – A) or D), since B) is in the past, and C) is in the future. The object of the verb is "manuals", so we must pick the verb that reflects that the object is plural. So, we go with A, since the manuals explain, not the manuals explains. \square

2.2.3 Dangling Modifiers, Etc.

Modifying clauses usually appear at the beginning of a sentence, and refer to the noun right after the clause ends. The SAT likes to either omit the noun complete, or likes to have the modifying clause refer to the incorrect noun. Consider the following two examples:

Example 2.2. Fix the following sentence: *Eating lunch, the window provided a great view for me.*

This is wrong because "eating lunch" refers to the noun that comes right after the comma; namely, the window. Of course, the window is not eating lunch. I am. So, we have to rework the main independent clause, so that it reads Eating lunch, I had a great view from the window. Now, "eating lunch" refers to me. \square

Example 2.3. Which of the answer choices fixes the following sentence: *Standing in one of the structures, viewing the pond, the other gallery, and the surrounding mountainous woodlands in one sight line.*

- A) Leave it as it is
- B) Replace “viewing the pond” with “visitors can view the pond”
- C) Replace “viewing the pond” with “the pond can be viewed”
- D) Replace “viewing the pond” with “while viewing the pond”

As we discussed, we want the initial phrase to have a noun to which to correctly refer. A) and D) don’t work, since there is no noun. C) doesn’t work, since the noun is “pond”, and a pond cannot stand in one of the structures. Therefore, the answer is B), since it makes sense for visitors to view a pond while standing in one of the structures. \square

2.2.4 Redundancy

This section brings up the real slogan for the writing section: BE AS SPECIFIC AS POSSIBLE IN AS FEW WORDS AS POSSIBLE. There is no reason to say two things when one thing suffices.

Example 2.4. Fix the following sentence: *In addition, researchers at the Department of Horticulture at LSU found that students’ science achievement scores increased notably and considerably after a semester of weekly gardening classes.*

There is no reason to say notably and considerably, since they both communicate the exact same information. Therefore, we can just write “... scores increased notably after ...”, or “... scores increased considerable after ...” \square

2.2.5 Parallelism

Everyone knows, you can’t compare apples to oranges. The same rule applies in grammar. When two phrases are being compared, the subject in each of the phrases must be the same. This can be a rather abstract concept, so maybe an example will help elucidate (if you don’t know what elucidate means, look it up):

Example 2.5. Which of the answer choices fixes the following sentence: *Researchers in Texas, for example, found that elementary school student gardeners scored 5.6 points higher on a science achievement than those of students not gardening at school.*

- A) Leave it as it is
- B) Replace “those of students not gardening” with “the scores of students who did not garden”
- C) Replace “those of students not gardening” with “did students who did not garden”
- D) Replace “those of students not gardening” with “nongardening students’ scores”

The presence of the word “than” gives us a clue that we are comparing two phrases. These are “elementary school student gardeners scored 5.6 points higher on a science achievement” and “those of students not gardening”. The subject in the first phrase is clearly gardeners, and the subject in the second phrase is the scores (why? What is “those” referring to?). We’re comparing gardeners and scores, apples and oranges, so that’s not allowed. Similarly for B) and D) – the subject in each of those phrases is also the scores. The only answer choice whose subject is also gardeners is C), comparing apples to apples. \square

2.2.6 New words

- Preempted - taken priority over. *Shinyi's obligation to be on time to class was preempted by her getting her permit.*
- Supplanted - replaced, sometimes by force. *The absolute dictator was supplanted by a military force.*

3 Homework

Before assigning this homework, I want to offer some advice. One of my biggest regrets throughout high school was focusing too much on school, and maybe missing out on spending quality time with friends and family. Be sure to spend plenty of time this summer with your friends and family – you have your entire life ahead of you to worry about school and work. Also, beware of burnout. I burned out last semester, and let me tell you, it wasn't fun. Take care of yourselves and don't overwork yourselves. High school is really your last opportunity (well, until you retire) to have fun in a lower-stakes environment. Take advantage of it.

So, here's your homework. In addition to the new words strewn throughout this document and understanding the concepts we covered today, you should also know the following words:

- Abhor - to hate.
- Bigot - narrow-minded, prejudiced person.
- Counterfeit - fake; false.
- Enfranchise - to give voting rights.
- Hamper - to hinder or obstruct.
- Kindle - to start, originally meant to start a fire.
- Noxious - harmful; lethal; poisonous; toxic.
- Placid - calm; peaceful.
- Remuneration - payment for work done.
- Talisman - lucky charm.
- Abrasive - rough; coarse; harsh.
- Bilk - to cheat; to defraud.
- Covert - hidden; undercover.
- Engender - to cause.
- Hangar - storage garage, usually for a plane.
- Knotty - complex or difficult to solve.
- Nuance - something subtle; a fine shade of meaning.
- Plagiarism - taking credit for someone else's ideas, usually in the form of writing.
- Renown - fame.
- Tangent - going off the main subject.