

English Lesson 1: Getting Acquainted with the SAT

★ Warm-Up

1. What are your strengths and weaknesses with respect to reading comprehension in test situations? (In other words, can you understand difficult passages and answer questions about them? If you struggle, why do you struggle?)
2. What are your strengths and weaknesses with respect to grammar rules and revising writing for grammatical accuracy? (In other words, can you spot mistakes in proper English?)

★ Classwork

3. What are the three keys to improvement on the SAT?
4. What is the structure of the SAT? (Fill in the number of questions in each section and how many minutes are provided to complete those questions.)
 - a. Reading: _____ questions competed in _____ minutes
 - b. Writing: _____ questions competed in _____ minutes
 - c. Math (No Calc): _____ questions competed in _____ minutes
 - d. Math (Calculator): _____ questions competed in _____ minutes
 - e. Optional Essay: _____ minutes
5. How is the test scored? (For example, how many raw score points do you earn for a correct question and how many do you lose for an incorrect question?)
6. Should you guess? YES NO

7. How are the questions arranged in the English sections? In math?

8. How have you scored on:

Section	Diagnostic Test Score	Goal
English (Reading and Writing & Language)	_____ / 800	_____ / 800
Math (Calculator & Non-Calculator)	_____ / 800	_____ / 800

★ **Homework**

English Lesson 2: Setting Goals & General Strategies

★ **Warm-Up**

Test your knowledge of the previous lesson by completing the following questions:

1. What are the three keys to improvement on the SAT?

2. What is the structure of the SAT (English sections only are included below)?
 - a. Reading: _____ questions competed in _____ minutes
 - b. Writing: _____ questions competed in _____ minutes
 - c. Optional Essay: _____ minutes

3. Should you guess? YES NO

4. How are the questions arranged in the English sections?

★ **Classwork**

1. Next let's talk about some General Strategies for the English SAT. Complete the second column of the following chart as you learn the strategies:

General Strategy
1. Do your homework! You CANNOT improve without it.
2. Remember that every question is worth ONE raw score point so strategically move throughout the test as necessary.
3. Do not attempt too many questions.
4. Do not waste time reading directions or looking at sample questions.
5. Know how to pace yourself and keep track of your time (can only happen with practice).
6. Answer the question asked. Every word in the question matters!
7. Put a big blank box next to questions you skip and cross off answers that you eliminate.
8. Bubble in answers in small groups.

English Lesson 3: Reading ~ General Strategies Using PACER

★ **Warm-Up**

Turn to any Section 1 of a full-length SAT. Examine the section to answer the following questions about the SAT Reading section in general:

1. How many passages will be in the Reading test? _____
2. How many of those will be a paired passage? _____
3. How many passages will come from U.S. or world literature? _____
4. How many passages will come from the natural sciences (Earth science, biology, chemistry, physics)? _____
5. How many will come from the social sciences (anthropology, communication arts, economics, education, history, legal studies, linguistics, political science, psychology, sociology)? _____

★ **Classwork**

6. First let's review your Warm-Up.

7. Next let's cover the key strategies for the Reading section using the acronym PACER.

PREPARE

Prepare the passage before you read.

Before you read every SAT Section 1 Reading passage, do the following THREE things:

- ✓ Read introduction so you can...

- ✓ Box evidence questions so you can...

- ✓ Circle vocabulary words in text so you can...

Notes:

- The directions will always be the same so don't read them. ("Each passage below is followed by questions based on its content. Answer all questions following a passage on the basis of what is stated or implied in that passage.")
- How many questions in each passage will be vocabulary? _____
- How many questions in each passage will be evidence questions? _____
- That means that **30 out of 52 questions** will be covered once you've done vocabulary and evidence pairs!

ANTICIPATE

Know the types of questions that you will be asked. There are 8 kinds.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

English Lesson 4: Reading ~ General Strategies Using PACER (Continued)

★ Warm-Up

What did the “P” in PACER stand for? What did you learn from that strategy?



What did the “A” in PACER stand for? What did you learn from that strategy?

★ Classwork

CONNECT

Use your pencil! Find key words. Create images in your mind. Plan to teach a fifth grader.

In order to comprehend a challenging passage you MUST annotate! Use this space to take notes on the types of annotations you should make while you read:

Suggested Annotation	Your Notes
<u>Underline Key Text</u>	
?	
	
	

EXAMINE

Go back to the text!

- ✓ Go back to the text
- ✓ Use the text
- ✓ Look at the text (and any other way to say it...)

Let's look at an example from a College Board released SAT:

This passage is from Carlos Ruiz Zafón, *The Angel's Game*.
©2008 by Dragonworks, S.L. Translation ©2009 by
Lucia Graves.

*The narrator, a writer, recalls his childhood in
early twentieth-century Barcelona.*

- 1 Even then my only friends were made of paper
and ink. At school I had learned to read and write
long before the other children. Where my school
friends saw notches of ink on incomprehensible
5 pages, I saw light, streets, and people. Words and the
mystery of their hidden science fascinated me, and I
saw in them a key with which I could unlock a
boundless world, a safe haven from that home, those
streets, and those troubled days in which even I
10 could sense that only a limited fortune awaited me.
My father didn't like to see books in the house.
There was something about them—apart from the
letters he could not decipher—that offended him.
He used to tell me that as soon as I was ten he would
15 send me off to work and that I'd better get rid of all
my scatterbrained ideas if I didn't want to end up a
loser, a nobody. I used to hide my books under the
mattress and wait for him to go out or fall asleep so
that I could read. Once he caught me reading at night
20 and flew into a rage. He tore the book from my
hands and flung it out of the window.

1. The main purpose of lines 1-10 (“Even . . . awaited me”) is to
- A. introduce the characters who play a part in the narrator's story.
 - B. list the difficult conditions the narrator endured in childhood.
 - C. describe the passion that drives the actions the narrator recounts.
 - D. depict the narrator's aspirations before he met Sempere.

REASON

Use your best logic to reason out the best answer.

Let's continue with the previous passage for an example:

“If I catch you wasting electricity again, reading all this nonsense, you’ll be sorry.”

My father was not a miser and, despite the
25 hardships we suffered, whenever he could he gave me
a few coins so that I could buy myself some treats like
the other children. He was convinced that I spent
them on licorice sticks, sunflower seeds, or sweets,
but I would keep them in a coffee tin under the bed,
30 and when I’d collected four or five reales I’d secretly
rush out to buy myself a book.

My favorite place in the whole city was the
Sempere & Sons bookshop on Calle Santa Ana. It
smelled of old paper and dust and it was my
35 sanctuary, my refuge. The bookseller would let me sit
on a chair in a corner and read any book I liked to
my heart’s content. He hardly ever allowed me to pay
for the books he placed in my hands, but when he
wasn’t looking I’d leave the coins I’d managed to
40 collect on the counter before I left. It was only small
change—if I’d had to buy a book with that pittance, I
would probably have been able to afford only a
booklet of cigarette papers. When it was time for me
to leave, I would do so dragging my feet, a weight on
45 my soul. If it had been up to me, I would have stayed
there forever.

One Christmas Sempere gave me the best gift I
have ever received. It was an old volume, read and
experienced to the full.

50 “Great Expectations, by Charles Dickens,” I read
on the cover.

I was aware that Sempere knew a few authors who
frequented his establishment and, judging by the care
with which he handled the volume, I thought
55 perhaps this Mr. Dickens was one of them.

“A friend of yours?”

“A lifelong friend. And from now on, he’s your

friend too.”

That afternoon I took my new friend home,
 60 hidden under my clothes so that my father wouldn't
 see it. It was a rainy winter, with days as gray as lead,
 and I read *Great Expectations* about nine times,
 partly because I had no other book at hand, partly
 because I did not think there could be a better one in
 the whole world and I was beginning to suspect that
 65 Mr. Dickens had written it just for me. Soon I was
 convinced that I didn't want to do anything else in
 life but learn to do what Mr. Dickens had done.

2. With which of the following statements about his father would the narrator most likely agree?
- A. He lacked affection for the narrator.
 - B. He disliked any unnecessary use of money.
 - C. He would not have approved of Sempere's gift.
 - D. He objected to the writings of Charles Dickens
3. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 24-27 (“My father . . . children”)
 - B. Lines 35-37 (“The bookseller . . . content”)
 - C. Lines 37-38 (“He hardly . . . hands”)
 - D. Lines 59-61 (“That afternoon . . . see it”)
4. It can reasonably be inferred from the passage that the main reason that the narrator considers *Great Expectations* to be the best gift he ever received is because
- A. reading the book convinced him that he wanted to be a writer.
 - B. he'd only ever been given sweets and snacks as gifts in the past.
 - C. the gift meant that Sempere held him in high regard.
 - D. Sempere was a friend of the book's author.
5. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 38-40 (“when . . . left”)
 - B. Lines 48-49 (“It was . . . full”)
 - C. Lines 52-55 (“I was . . . them”)
 - D. Lines 66-68 (“Soon . . . done”)

English Lesson 5: Reading ~ Main Idea and Tone Questions

★ Warm-Up

Read and annotate the following passage. Time yourself and see if you can complete the reading in 3-4 minutes.

This passage is adapted from Rachel Ehrenberg, "Salt Stretches in Nanoworld." ©2009 by Society for Science & the Public. The "nanoworld" is the world observed on a scale one billionth that of ordinary human experience.

Inflexible old salt becomes a softy in the nanoworld, stretching like taffy to more than twice its length, researchers report. The findings may lead to new approaches for making nanowires that could
 5 end up in solar cells or electronic circuits. The work also suggests that these ultra-tiny salt wires may already exist in sea spray and large underground salt deposits.

“We think nanowires are special and go to great
 10 lengths to make them,” says study coauthor Nathan Moore of Sandia National Laboratories in Albuquerque. “Maybe they are more common than we think.”

Metals such as gold or lead, in which bonding
 15 angles are loosey-goosey, can stretch out at temperatures well below their melting points. But scientists don’t expect this superplasticity in a rigid, crystalline material like salt, Moore says.

This unusual behavior highlights that different
 20 forces rule the nanoworld, says theoretical physicist Krzysztof Kempa of Boston College. “Forget about gravity. It plays no role,” he says. Surface tension and electrostatic forces are much more important at this scale.

Moore and his colleagues discovered salt’s
 25 stretchiness accidentally. They were investigating how water sticks to a surface such as salt and created a super-dry salt sample for testing. After cleaving a chunk of salt about the size of a sugar cube with a
 30 razor, the scientists guided a microscope that detects forces toward the surface. When the tip was far away there was no measured force, but within about seven

nanometers a very strong attraction rapidly
developed between the diamond tip of the
35 microscope and the salt. The salt actually stretched
out to glom on to the microscope tip. Using an
electron microscope to see what was happening, the
researchers observed the nanowires.

The initial attraction between the tip and salt
40 might be due to electrostatic forces, perhaps good old
van der Waals interactions, the researchers
speculate. Several mechanisms might lead to the
elasticity, including the excessive surface tension
found in the nanoworld (the same tension that allows
45 a water strider to skim the surface of a pond).

The surface tension is so strong that as the
microscope pulls away from the salt, the salt
stretches, Kempa says. “The inside has no choice but
to rearrange the atoms, rather than break,” he says.

50 This bizarre behavior is actually mirrored in the
macroworld, the researchers say. Huge underground
deposits of salt can bend like plastic, but water is
believed to play a role at these scales. Perhaps salty
nanowires are present in these deposits as well.

55 “Sodium chloride is everywhere—in the air, in
our bodies,” Moore says. “This may change our view
of things, of what’s happening at the nanoscale.”

The work also suggests new techniques for
making nanowires, which are often created through
60 nano-imprinting techniques, Kempa says. “We
invoke the intuition of the macroworld,” he says.
“Maybe instead of stamping [nanowires] we should
be nano-pulling them.”

MAIN IDEA Questions**Example Question Stems**

- The passage primarily serves to...
- The central idea of the passage is that ...
- The primary purpose of the passage is to ...
- The main theme of the passage can best be described as ...

Strategies for Answering Questions (Add your notes here)**Practice Question Based on Passage**

One central idea of the passage is that:

- A. sometimes materials behave contrary to expectations.
- B. systems can be described in terms of inputs and outputs.
- C. models of materials have both strengths and weaknesses.
- D. properties of systems differ from the properties of their parts.

Key Words to Review

- bolster
- delineate
- depict
- discredit
- elaborate (verb)
- endorse
- exemplify
- illustrate
- refute
- speculate

Other Notes

TONE Questions

Example Question Stems

- The author’s attitude to the problem can best be described as ...
- The author’s tone in the passage is that of a person attempting to ...
- The passage demonstrates that the author experiences a feeling of ...

Strategies for Answering Questions (Add your notes here)

Practice Question Based on Passage

Consider the following excerpt from Dr. King’s “I Have a Dream” speech:

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

Dr. King’s tone in this excerpt can best be described as:

- A. indifferent and disappointed
- B. incredulous and pessimistic
- C. practical and urgent
- D. inspiring yet stubborn

Key Words to Review

- | | |
|--|--|
| <ul style="list-style-type: none"> • ambivalent • brusque • cautionary • condescension • cynical • detached • disparaging • flippant | <ul style="list-style-type: none"> • ironic • judicious • objective (adj.) • pedantic • prosaic • satirical • trite |
|--|--|

Other Notes

English Lesson 6: Reading ~ Evidence and Vocabulary Questions

★ Warm-Up

Review (either reread or skim) the passage from Lesson 5 above entitled “Salt Stretches in Nanoworld” in order to prepare yourself to attempt the questions below.

★ Classwork

EVIDENCE Questions

Question Stem

- Which choice provides the best evidence for the answer to the previous question?

Strategies for Answering Questions (Add your notes here)

Practice Questions Based on Passage

Based on the passage, which choice best describes the relationship between salt behavior in the nanoworld and in the macroworld?

- In both the nanoworld and the macroworld, salt can be flexible.
- Salt flexibility is expected in the nanoworld but is surprising in the macroworld.
- Salt nanowires were initially observed in the nanoworld and later observed in the macroworld.
- In the nanoworld, salt’s interactions with water lead to very different properties than they do in the macroworld.

Which choice provides the best evidence for the answer to the previous question?

- Lines 12-13 (“Maybe . . . think”)
- Lines 22-24 (“Surface . . . scale”)
- Lines 39-42 (“The initial . . . speculate”)
- Lines 51-53 (“Huge . . . scales”)

VOCABULARY Questions**Question Stem**

- As used in line ____, _____ most nearly means ...

Strategies for Answering Questions (Add your notes here)**Practice Questions Based on Passage**

As used in line 20, “rule” most nearly means

- A. mark.
- B. control.
- C. declare.
- D. restrain.

As used in line 42, “lead to” most nearly means

- A. guide to.
- B. result in.
- C. point toward.
- D. start with.

Other Notes

English Lesson 7: Reading ~ Inference and Author's Choice Questions

★ Warm-Up

In order to prepare for this lesson, reread the passage from Lesson 4 (from Carlos Ruiz Zafón, *The Angel's Game*).

★ Classwork

INFERENCE Questions

Example Question Stems

- It can reasonably be inferred from the passage that ...
- With which of the following statements would the author most likely agree?

Strategies for Answering Questions (Add your notes here)

Practice Question Based on Passage:

It can reasonably be inferred from the passage that the main reason that the narrator considers *Great Expectations* to be the best gift he ever received is because

- A. reading the book convinced him that he wanted to be a writer.
- B. he'd only ever been given sweets and snacks as gifts in the past.
- C. the gift meant that Sempere held him in high regard.
- D. Sempere was a friend of the book's author.

With which of the following statements about his father would the narrator most likely agree?

- A. He lacked affection for the narrator.
- B. He disliked any unnecessary use of money.
- C. He would not have approved of Sempere's gift.
- D. He objected to the writings of Charles Dickens.

Key Words to Review

- excerpt, imply, implication, infer, plausible, suggestive

AUTHOR'S CHOICE Questions**Example Question Stems**

- Which choice best describes the overall structure of the passage?
- Which of the following best summarizes the relationship of the first sentence to the rest of the passage?
- The narrator uses the phrase _____ in order to...

Strategies for Answering Questions (Add your notes here)**Practice Question Based on Passage:**

The word “friend” is used twice in lines 57-58 to

- A. underline the importance of the narrator’s connection to Sempere.
- B. stress how friendships helped the narrator deal with his difficult home situation.
- C. emphasize the emotional connection Sempere feels to reading.
- D. imply that the narrator’s sentiments caused him to make an irrational decision.

Other Notes

English Lesson 8: Reading ~ Graphic and Detail Questions

★ Warm-Up

Review (either reread or skim) the passage from Lesson 5 above entitled “Salt Stretches in Nanoworld” in order to prepare yourself to attempt the questions below.

★ Classwork

GRAPHIC Questions

Example Question Stems

- It can reasonably be inferred from the graph that ...
- Which of the following statements is supported by the graph?
- Which statement from the passage is most directly reflected by data presented in the graph?

Strategies for Answering Questions (Add your notes here)

GRAPHIC Questions

Practice Question Based on Passage:

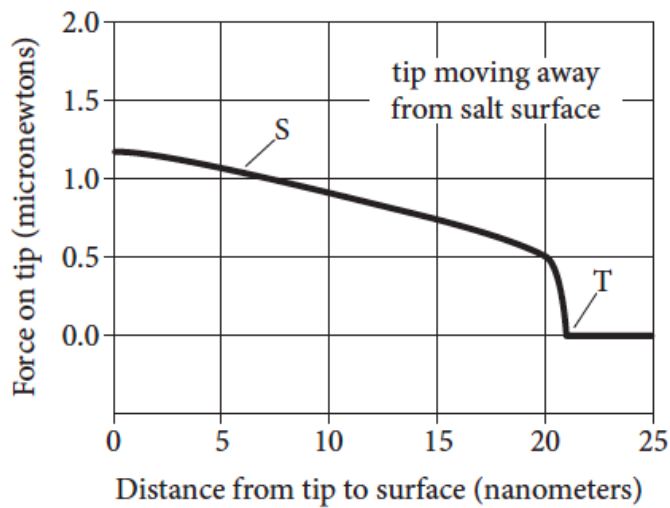
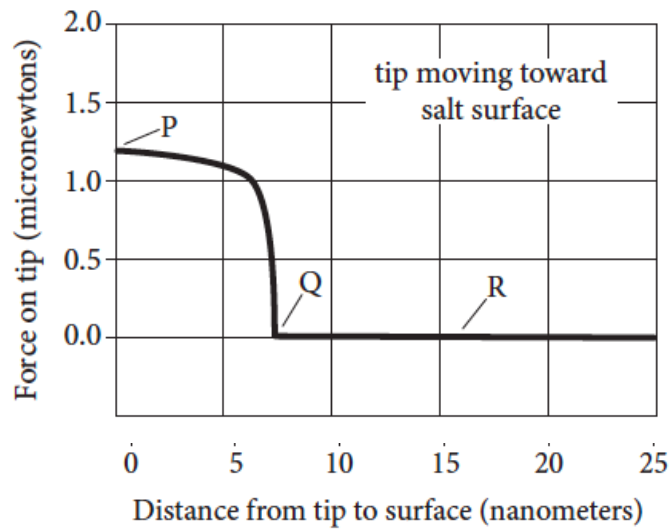
According to the information in the graph on the following page, when the microscope tip is moving away from the salt surface and is 15 nanometers from the surface, what is the approximate force on the microscope tip, in micronewtons?

- A. 0
- B. 0.25
- C. 0.75
- D. 1.25

Based on the passage and the graph, which label on the graph indicates the point at which a salt nanowire breaks?

- A. P
- B. Q
- C. R
- D. T

Interaction of Microscope Tip with Salt Surface



DETAIL Questions

Example Question Stems *Given the “catch all” nature of this type of question, the range of possibilities is huge, so these are just 3 random examples of sentence starters.

- According to paragraph 1...
- According to the narrator...
- The author indicates which of the following about...
- The author recognizes counterarguments by...

Strategies for Answering Questions (Add your notes here)

Practice Question Based on Passage:

1. According to the passage, researchers have identified which mechanism as potentially responsible for the initial attraction between the microscope tip and the salt?
 - A. Gravity
 - B. Nano-imprinting
 - C. Surface tension
 - D. Van der Waals interactions
2. Based on the passage, which choice best describes the relationship between salt behavior in the nanoworld and in the macroworld?
 - A. In both the nanoworld and the macroworld, salt can be flexible.
 - B. Salt flexibility is expected in the nanoworld but is surprising in the macroworld.
 - C. Salt nanowires were initially observed in the nanoworld and later observed in the macroworld.
 - D. In the nanoworld, salt’s interactions with water lead to very different properties than they do in the macroworld.

Key Words to Review

- attribute (noun), hypothetical, incompatible, inherent, misconception, preclude

English Lesson 9: Reading ~ Paired Passages

★ Warm-Up

Return to the last two questions in Lesson 8. Review the answers as explained below by The College Board. Remember, the more you can learn to think like the test-maker, the better you will be as a test-taker.

1. **Choice D is the best answer.** The first sentence of the sixth paragraph identifies “electrostatic forces, perhaps good old van der Waals interactions” as the potential cause of the initial attraction between the microscope tip and the salt. Choices A, B, and C are incorrect because the first sentence of the sixth paragraph clearly identifies the potential cause of the initial attraction between the microscope tip and the salt as van der Waals interactions, not as gravity (choice A), nano-imprinting (choice B), or surface tension (choice C).
2. **Choice A is the best answer.** The first paragraph of the passage makes clear that salt exhibits elasticity (“stretching like taffy”) in the nanoworld, and the eighth paragraph explains that salt possesses some degree of elasticity in the macroworld as well: “Huge underground deposits of salt can bend like plastic, but water is believed to play a role at these scales.” Thus flexibility describes the relationship between salt’s behavior in both the nanoworld and the macroworld. Choice B is incorrect because the third paragraph explains that “scientists don’t expect” salt’s flexibility in the nanoworld, not that they do expect it; moreover, there is no indication that salt’s flexibility in the macroworld is surprising. Choice C is incorrect because the passage doesn’t make clear whether nanowires were first observed in the nanoworld or the macroworld. Choice D is incorrect because the passage does not examine the interaction of salt and water in the nanoworld or suggest that such interaction causes salt to have properties that are different from those it possesses in the macroworld.

★ Classwork

These passages are adapted from the Lincoln-Douglas debates. Passage 1 is from a statement by Stephen Douglas. Passage 2 is from a statement by Abraham Lincoln. Douglas and Lincoln engaged in a series of debates while competing for a US Senate seat in 1858.

Passage 1

- 1 Mr. Lincoln likens that bond of the Federal
Constitution, joining Free and Slave States together,
to a house divided against itself, and says that it is
contrary to the law of God, and cannot stand.
- 5 When did he learn, and by what authority does he
proclaim, that this Government is contrary to the law
of God and cannot stand? It has stood thus divided
into Free and Slave States from its organization up to
this day. During that period we have increased from
- 10 four millions to thirty millions of people; we have

extended our territory from the Mississippi to the Pacific Ocean; we have acquired the Floridas and Texas, and other territory sufficient to double our geographical extent; we have increased in population, 15 in wealth, and in power beyond any example on earth; we have risen from a weak and feeble power to become the terror and admiration of the civilized world; and all this has been done under a Constitution which Mr. Lincoln, in substance, says is 20 in violation of the law of God; and under a Union divided into Free and Slave States, which Mr. Lincoln thinks, because of such division, cannot stand. Surely, Mr. Lincoln is a wiser man than those who framed the Government. . . .

25 I now come back to the question, why cannot this Union exist forever, divided into Free and Slave States, as our fathers made it? It can thus exist if each State will carry out the principles upon which our institutions were founded; to wit, the right of each 30 State to do as it pleases, without meddling with its neighbors. Just act upon that great principle, and this Union will not only live forever, but it will extend and expand until it covers the whole continent, and makes this confederacy one grand, ocean-bound 35 Republic. We must bear in mind that we are yet a young nation, growing with a rapidity unequalled in the history of the world, that our national increase is great, and that the emigration from the old world is increasing, requiring us to expand and acquire new 40 territory from time to time, in order to give our people land to live upon. If we live upon the principle of State rights and State sovereignty, each State regulating its own affairs and minding its own business, we can go on and extend indefinitely, just 45 as fast and as far as we need the territory. . . .

Passage 2

In complaining of what I said in my speech at Springfield, in which he says I accepted my nomination for the Senatorship . . . he again quotes that portion in which I said that “a house divided 50 against itself cannot stand.” Let me say a word in

regard to that matter. He tries to persuade us that there must be a variety in the different institutions of the States of the Union; that that variety necessarily proceeds from the variety of soil, climate, of the face
55 of the country, and the difference in the natural features of the States. I agree to all that. Have these very matters ever produced any difficulty among us? Not at all. Have we ever had any quarrel over the fact that they have laws in Louisiana designed to regulate
60 the commerce that springs from the production of sugar? Or because we have a different class relative to the production of flour in this State? Have they produced any differences? Not at all. They are the very cements of this Union. They don't make the
65 house a "house divided against itself." They are the props that hold up the house and sustain the Union. But has it been so with this element of slavery? Have we not always had quarrels and difficulties over it? And when will we cease to have quarrels over it?
70 Like causes produce like effects. It is worth while to observe that we have generally had comparative peace upon the slavery question, and that there has been no cause for alarm until it was excited by the effort to spread it into new territory. Whenever it has
75 been limited to its present bounds, and there has been no effort to spread it, there has been peace. All the trouble and convulsion has proceeded from efforts to spread it over more territory. It was thus at the date of the Missouri Compromise. It was so again
80 with the annexation of Texas; so with the territory acquired by the Mexican War; and it is so now. Whenever there has been an effort to spread it there has been agitation and resistance. . . . Do you think that the nature of man will be changed, that the same
85 causes that produced agitation at one time will not have the same effect at another?

1. In the first paragraph of Passage 1, the main purpose of Douglas's discussion of the growth of the territory and population of the United States is to
 - A) provide context for Douglas's defense of continued expansion.
 - B) suggest that the division into free and slave states does not endanger the Union.
 - C) imply that Lincoln is unaware of basic facts concerning the country.
 - D) account for the image of the United States as powerful and admirable.

-
2. What does Passage 1 suggest about the US government's provisions for the institution of slavery, as framed in the Constitution?
- A) They included no means for reconciling differences between free states and slave states.
 - B) They anticipated the Union's expansion into western territories.
 - C) They provided a good basic structure that does not need to be changed.
 - D) They were founded on an assumption that slavery was necessary for economic growth.
3. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 10-16 ("we have . . . earth")
 - B) Lines 25-27 ("I now . . . made it")
 - C) Lines 35-39 ("We must . . . increasing")
 - D) Lines 41-45 ("If we . . . territory")
4. As used in line 67, "element" most nearly means
- A) ingredient.
 - B) environment.
 - C) factor.
 - D) quality.
5. Based on Passage 2, Lincoln would be most likely to agree with which claim about the controversy over slavery?
- A) It can be ended only if Northern states act unilaterally to abolish slavery throughout the United States.
 - B) It would abate if attempts to introduce slavery to regions where it is not practiced were abandoned.
 - C) It has been exacerbated by the ambiguity of laws regulating the holding of slaves.
 - D) It is fueled in part by differences in religion and social values from state to state.
6. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 56-61 ("I agree . . . sugar")
 - B) Lines 64-66 ("They don't . . . Union")
 - C) Lines 74-76 ("Whenever . . . peace")
 - D) Lines 83-86 ("Do you . . . another")
7. As used in line 84, "nature" most nearly means
- A) force.
 - B) simplicity.
 - C) world.
 - D) character.
8. Which choice identifies a central tension between the two passages?
- A) Douglas proposes changes to federal policies on slavery, but Lincoln argues that such changes would enjoy no popular support.
 - B) Douglas expresses concerns about the economic impact of abolition, but Lincoln dismisses those concerns as irrelevant.
 - C) Douglas criticizes Lincoln for finding fault with the Constitution, and Lincoln argues that this criticism misrepresents his position.
 - D) Douglas offers an interpretation of federal law that conflicts with Lincoln's, and Lincoln implies that Douglas's interpretation is poorly reasoned.
-

9. Both passages discuss the issue of slavery in relationship to
- A) the expansion of the Union.
 - B) questions of morality.
 - C) religious toleration.
 - D) laws regulating commerce.
10. In the context of each passage as a whole, the questions in lines 25-27 of Passage 1 and lines 67-69 of Passage 2 primarily function to help each speaker
- A) cast doubt on the other's sincerity.
 - B) criticize the other's methods.
 - C) reproach the other's actions.
 - D) undermine the other's argument.

English Lesson 10: Reading ~ Building Your Vocabulary with Memory Palaces

★ Warm-Up

What are two strategies that you use to memorize new vocabulary words? In other words, if I gave you 10 new vocabulary words to learn, how would you do that?

★ Classwork

1. What is a memory palace? (Just ask Joshua Foer in *Moonwalking with Einstein*. Google “Moonwalking with Einstein TedTalk Joshua Foer” to find the 18-minute Ted Talk!)

2. How can you use memory palaces for studying for the SAT?

English Lesson 11: Writing & Language ~ Getting Acquainted with Section 2 (and Parts of a Sentence)

★ Warm-Up

Skim any Section 2 of a practice test. How is that section different than the reading section (Section 1)?

★ Classwork

1. How is the Writing & Language section organized?
2. How will we prepare to tackle the writing section?

Identify the parts of speech in each of these sentences:

The famous novel by Jane Austen reiterates several dramatic themes evident in her earlier works.

- Adjective: _____
- Noun (subject of the sentence): _____
- Noun (object in the sentence): _____
- Verb: _____

The recent winner of the Nobel Peace Prize denounced the racially-biased policies of his native country.

- Adjective: _____
- Noun (subject of the sentence): _____
- Noun (object in the sentence): _____
- Verb: _____

At the off-Broadway festival, the acclaimed actor-playwright presented a highly impressive performance of his latest dramatic monologue.

- Adjective: _____
- Adverb: _____
- Preposition: _____
- Verb: _____

Find the Subject (and the Prepositional Phrases):

1. Under the canopy of the tropical rainforest there can be found epiphytes, or arboreal flora, plants that constitute an integral part of the rainforest ecosystem.
2. Down the winding trail there rode a band of settlers, led by the celebrated scout Davy Crockett.
3. There has been remarkable progress in the biological sciences since Crick and Watson jointly discovered the structure of DNA.

Examples of Prepositional Phrases

According to the news
 Across many states
 After many tries
 Amid the confusion
 Around the world
 Before we start the game

Near the post office
 Of my friend
 Out the door
 Through the lens
 Throughout the week
 To the park

Why is it important to find the subject?

English Lesson 12: Writing & Language ~ Subject / Verb / Pronoun Agreement

★ Warm-Up

Review the following sentence and identify any grammatical errors.

The team of athletes were happy they won their game.

Mistake 1:

Mistake 2:

Mistake 3:

★ Classwork

Complete these sentences considering subject/verb agreement. Circle the correct word.

1. The success of recent Victorian art exhibitions in London, Paris, and New York (**illustrate / illustrates**) a shift in both scholarly assessment and public taste.
2. The fire officials attributed the high casualty rate to the fact that not one of the more than two thousand rooms in the hotel (**was / were**) equipped with sprinklers or smoke detectors.
3. Restoration of neighborhoods destroyed by floods or other natural disasters (**are / is**) costly but necessary.
4. The number of prominent politicians who refuse to disclose the sources of contributions to their election campaigns (**astonish / astonishes**) me.

5. Everyone in my class (**has / have**) registered for the SAT.

✓ **GRAMMAR TIP**

When the following words are used as subjects, use **SINGULAR** verbs and pronouns:

anyone, everybody, everyone, each, one, either, neither

6. Either the twins or their younger sister (**are / is**) going to take piano lessons this summer.

✓ **GRAMMAR TIP**

With *either / or* and *neither / nor* constructions, if one subject is singular and one is plural, the verb usually agrees with the subject closest to it in the sentence. If both are singular, verb is singular. If both are plural, verb is plural.

7. Strawberries as well as corn (**are / is**) commonly grown in our home state.

✓ **GRAMMAR TIP**

Adding expressions that begin with certain key phrases does not change the grammatical number of the subject. Such key phrases are:

accompanied by, along with, as well as, in addition to, including, not to mention, together with

Fix these sentences considering subject/pronoun agreement:

1. Just as some teenagers adore video games, so others condemn (**it / them**) as an utter waste of time.
2. Because the two lawyers disagreed over the interpretation of the law, they needed a judge to settle (**its / their**) dispute.
3. Everyone in the fraternity but Hugo has paid (**his / their**) dues.
4. A specialist in veterinary medicine must keep up with new developments in (**their / his or her**) field.
5. The coach, along with his players, (**is / are**) going to travel to the game despite the inclement weather.
6. Neither the cats nor the dog (**was / were**) happy about the move.

English Lesson 13: Writing & Language ~ Wordiness and Parallelism

★ Warm-Up

How would you edit these sentences to make them stronger?

1. My neighbor's house, which is where my neighbors have their residence, is very close to mine.
2. The admissions rates at selective schools to which it is challenging to earn acceptance continue to decline.
3. I love to drink soda and eating ice cream.
4. Neither the student's mother or father made it to the school play.
5. The police must respond to emergencies quickly and with thoroughness.

★ Classwork

Let's discuss!

1. My neighbor's house, ~~which is where my neighbors have their residence,~~ is very close to mine.

RULE:

2. The admissions rates ~~at selective schools to which it is challenging to earn acceptance~~ continue to decline.

RULE:

3. I love to drink soda and **to** ~~eat~~ing ice cream.

RULE:

4. Neither the student's mother **nor** ~~or~~ father made it to the school play.

RULE:

5. The police must respond to emergencies quickly and **thoroughly.** ~~with thoroughness.~~

RULE:

English Lesson 14: Writing & Language ~ Logical Comparisons

★ Warm-Up

Complete these sentences considering logical comparisons:

1. The football fans argued about the relative merits of the three quarterbacks, disputing which one was **(better / best)**.
2. Although Tom Cruise and John Cusack are both popular movie actors, Cruise commands the **(higher / highest)** salary.
3. The brother's room was always cleaner than **(his sister / his sister's room)**.
4. Michael was better than **(everybody / everybody else)** at the shot put.
5. Out of everyone at the school, I am **(better / the best)** at tennis.
6. Jay's car was nicer than **(John's / John)**.

★ Classwork

1. The football fans argued about the relative merits of the three quarterbacks, disputing which one was **(better / best)**.
2. Although Tom Cruise and John Cusack are both popular movie actors, Cruise commands the **(higher / highest)** salary.

RULE: _____

3. The brother's room was always cleaner than **(his sister / his sister's room)**.

RULE: _____

4. Michael was better than **(everybody / everybody else)** at the shot put.

RULE: _____

5. Out of everyone at the school, I am **(better / the best)** at tennis.

RULE: _____

6. Jay's car was nicer than **(John's / John)**.

RULE: _____

English Lesson 15: Writing & Language ~ Subjects vs. Objects & Passive Voice

★ Warm-Up

Review the following sentences and identify any grammatical errors.

1. Me and my friends are going to the store.

2. The coach yelled at my teammates and me.

★ Classwork

Actor / Subject	Receiver / Object
I	me
she	her
he	him
they	them
who	whom

Young and beautiful, she is interested only in having a good time and being good company to the many suitors whom flock to her.

- A. NO CHANGE
- B. who
- C. whose
- D. who's

How can you tell if a verb is singular or plural?

What is “passive voice”?

1. PASSIVE: I was called by my mom.

2. PASSIVE: Mistakes were made.

3. NOT PASSIVE (Why?): The hurricane was destructive.

Revise into active voice from passive voice:

1. The study was conducted by a group of dedicated doctors who wanted to cure cancer.
2. The song was written by The Beatles.
3. The heavy boxes were moved by the moving company without any apparent issue.

**English Lesson 16: Writing & Language ~
Modifier Placement**

★ **Warm-Up**

Review the following sentences and identify any grammatical errors or ways to improve the sentence.

1. Growing alongside the street, the child picked the flower for his mother unknowingly.
2. When driving through the city, many people jaywalked.
3. The brand new phone was covered under the cell phone plan I found online, which cost only \$30.
4. An excellent actress, the Academy awarded her the Oscar.
5. I sat at my desk, studying.

★ Classwork

Rules learned from Warm-Up problems

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

**English Lesson 17: Writing & Language ~
Transition Words**

★ Warm-Up

Review the following sentences and identify any grammatical errors or ways to improve the sentence.

1. The family packed for the vacation **and** they were excited to visit Europe for the first time.
2. Matthew loves the cold weather, **but** he loves the summer, too.
3. The television broke just before the family's favorite show **so** they decided to play a board game instead.

★ Classwork

<u>And</u>	<u>But</u>	<u>So</u>	<u>Other</u>

Transition Words Between Sentences

Example 1:

With world population topping seven billion, humanity is in need of some perspective. **1** Therefore, we should continue to support NASA not only for practical reasons but also because it is a necessary vehicle for increasing our awareness of how we can fulfill our responsibilities to the planet and each other.

- A. NO CHANGE
- B. Instead,
- C. For example,
- D. However,

Example 2:

This practice of continued education, also known as professional development, benefits not only employees but also their employers. **2** Accordingly, meaningful professional development is a shared responsibility: it is the responsibility of employers to provide useful programs, and it is also the responsibility of employees to take advantage of the opportunities offered to them.

- A. NO CHANGE
- B. Nevertheless,
- C. Regardless,
- D. Similarly,

English Lesson 18: Writing & Language ~ Graphics

★ Warm-Up

In this lesson we will discuss graphics as they appear in the Writing & Language section of the SAT (Section 2). Just to review, we already discussed graphic questions as they related to the Reading section (Section 1). What were the strategies we discussed for graphic questions in Section 1?

★ **Classwork****Let's discuss the following Example 1:**

Increasingly, PAs and other such medical practitioners have become a critical complement to physicians. A 2013 RAND Corporation report estimates that while the number of primary care physicians will increase slowly from 2010 to 2025, the number of physician assistants and nurse-practitioners in primary care will grow at much faster rates. **3** Both by merit and from necessity, PAs are likely to greet more **4** patience than ever before.

**Supply of Physicians, Physicians Assistants, and Nurse-Practitioners
in Primary Care Clinical Practice in 2010 and 2025**

Provider Type	2010		2025 (predicted)	
	Number	Percent of total	Number	Percent of total
Physicians	210,000	71	216,000	60
Physician Assistants	30,000	10	42,000	12
Nurse-Practitioners	56,000	19	103,000	28
Total	296,000	100	361,000	100

Adapted from David I. Auerbach et al., "Nurse-Managed Health Centers and Patient-Centered Medical Homes Could Mitigate Expected Primary Care Physician Shortage." © by Project HOPE: The People-to-People Health Foundation, Inc.

3 At this point, the writer is considering adding the following sentence:

In fact, according to data presented in the table, physician assistants will likely outnumber physicians by 2025.

- A. Yes, because it provides additional support for the main point of the paragraph.
- B. Yes, because it addresses a possible counterargument to the writer's, main claim.
- C. No, because it is not an accurate interpretation of the data.
- D. No, because it introduces irrelevant information that interrupts the flow of the passage.

4

- A. NO CHANGE
- B. patience, than
- C. patients then
- D. patients than

What strategies should we use when approaching graphic questions in Section 2?

English Lesson 19: Writing & Language ~ Apostrophes and Contractions

★ Warm-Up

Italy's Tower of Pisa has been leaning southward since the initial stages of it's construction over 800 years ago.

- A. NO CHANGE
- B. stage's of its'
- C. stage's of it's
- D. stages of its

★ Classwork

Contractions		
its: shows possession	it's: substitutes for "it is"	Ex: It's vital that we all pay attention to the rules; the park is very particular about enforcing its policies.
your: shows possession	you're: substitutes for "you are"	Ex: You're on the way to achieving your greatest dreams.
whose: shows possession	who's: substitutes for "who is"	Ex: Who's going to figure out whose jacket was left at the party?

1. This is my student's book.
2. These are my students' books.
3. The dog wagged its tail.
4. Its so wonderful to have met you!

English Lesson 20: Writing & Language ~ Semicolons, Colons, Commas, and Dashes

★ Warm-Up

1. Employers can also **identify**, which employees have successfully completed instructional modules and which need to be offered additional training.
 - A. NO CHANGE
 - B. identify:
 - C. identify
 - D. identify—

2. To counter the rise of fast food and fast **life**, a cohort of chefs, journalists, and sociologist spearheaded a Slow Food movement, declaring loyalty to unhurried enjoyment.
 - A. NO CHANGE
 - B. life; a
 - C. life: a
 - D. life. A

★ Classwork

Punctuation	Rule	Example
Comma (,)	Separates a phrase from a complete sentence	Born a split second after the new year began, the baby was the first baby of the new century.
	Combines two complete sentences when there is a transitional word (ex: for, and, nor, but, or, yet, so)	Clare worked hard when she was in school, but her absences were too much to overcome.
	separates extra information from the rest of the sentence	My sister, who has been in Africa for a year, returned last month.
Dash (—)	Gives variety to writing structure	Enjoy your trip—it's going to be a blast!
	Provides a change of voice in the middle of a sentence	Johnny failed the test—not a surprise since he never studied—but luckily his teacher let him re-take it.
	Introduces and concludes a parenthetical phrase	Attention Deficit Disorder—something that impacts many children and adults alike—can often be managed with help from a doctor.

Semicolon (;)	Separates two complete and related sentences	The kids were excited to go to Disney World; they had waited for years for the trip.
	Acts like a “super comma”	Last summer Greg traveled to Maine, Vermont, and New Hampshire in the Northeast; Oregon and Washington in the West; and Florida, Georgia, and Louisiana in the South.
Colon (:)	Follows a complete sentence to introduce a list.	When you pack the suitcase, don’t forget the following items: toothbrush, toothpaste, and soap.
	Follows a complete sentence to introduce a clarification.	The end of the book finally disclosed the culprit of the many crimes: the president of the bank.

Example:

In addition to supervillains, the new, soon-to-be-iconic characters of the age: Spider-Man, the Fantastic Four, and the Hulk among them—had to cope with mundane, real-life problems.

- A. NO CHANGE
- B. age;
- C. age,
- D. age—

English Lesson 21: Writing & Language ~ Diction

★ Warm-Up

Choose the answer that best revises the underlined part of the following sentence:

In truth, the agency has a widespread positive effect on society by serving as a catalyst for innovation and scientific understanding.

- A. NO CHANGE
- B. affect on
- C. effect to
- D. affects on

★ Classwork

See the next page for a chart of words that we often confuse and that we need to know for the SAT.

Confused Words		Example
accept: to receive	except: excluding	The judge will accept the briefs before the trial, except if they aren't formatted correctly.
affect: typically a verb	effect: typically a noun	The biggest effect of the law was how it affected people in rural areas.
amount: usually not countable	number: usually countable	It took a great amount of patience to process the large number of orders.
beside: next to	besides: in addition to	Besides going to the store, I also need to pick up the dry-cleaning at the place beside the library.
between: comparing one thing with another (typically two object)	among: when comparing three or more objects	Between you and me, I think the candidate's speech was among the most inspiring speeches I have ever heard.
complement: complete something	compliment: flattery	When the hiring committee leader recognized how much my skills would complement those of the team, she gave me a nice compliment and then offered me the job.
have: verb	of: preposition	I would have bought that jacket if it were on sale. NOT: I would of bought that jacket if it were on sale.
lie: to recline	lay: to place	Lay the dog on his bed before you lie down in your bed to go to sleep.
lose: suffer a loss	loose: not tight fitting	If your uniform shirt is too loose, you may get slowed down and lose the game.
principal: high-ranking person or primary person/thing	principle: rule or belief	The school principal is very serious about the students following his principles.
than: for comparisons	then: for time	Back then people wanted a bigger shopping center, but now they hate that it's bigger than the town park.
there: place their: possession	they're: "they are"	When you travel to Ireland to visit the family, you will see that their home is beautiful and yet they're still very humble.
to: connecting preposition two: number	too: shows comparison	Please go to the pizza shop, pick up the two pizzas, and check that they aren't too burnt.
which: introduces extra information	that: introduces essential information	The room that my cousin usually stays in was occupied by a tenant, which was really disappointing.

English Lesson 22: Writing & Language ~ Practice Section

★ Warm-Up

Complete the Writing & Language section below. If you decide to time yourself, allow yourself 8-9 minutes.

★ Classwork

NASA: A Space Program with Down-to-Earth Benefits

The National Aeronautics and Space Administration (NASA) is a US government agency whose budget is frequently **1** many times contested. Many people think of NASA's programs as trivial. In truth, the agency has a widespread positive **2** effect on society by serving as a catalyst for innovation and scientific understanding, **3** to create jobs, and showing humanity its place within the universe.

In 1958, the program's first year, very few people believed that it was even possible for a manned spacecraft to leave the atmosphere and orbit Earth. But by initiating and collaborating on projects such as the Apollo Moon missions, the space shuttle program, the Hubble Space **4** Telescope, and unmanned planetary exploration, NASA has continually challenged its scientists and engineers to do things that were previously thought impossible. All along, these NASA projects have **5** greatly increased international cooperation. A short list of inventions **6** elaborated by NASA includes communications satellites, invisible braces, and cordless tools. All these inventions **7** spawns new industries, and with those industries, jobs. NASA also sponsors the Small Business Innovation Research and Small Business Technology Transfer programs, which are specifically designed to support technological development in the private

1.
 - A. NO CHANGE
 - B. oftentimes
 - C. repeatedly
 - D. DELETE the underlined portion.

2.
 - A. NO CHANGE
 - B. affect on
 - C. effect to
 - D. affects on

3.
 - A. NO CHANGE
 - B. creating jobs,
 - C. for job creation,
 - D. the creation of jobs,

4.
 - A. NO CHANGE
 - B. Telescope; and
 - C. Telescope and;
 - D. Telescope and,

5. Which choice most effectively sets up the list of examples that follows in the next sentence?
 - A. NO CHANGE
 - B. garnered national publicity for the agency.
 - C. generated a steady stream of new technology.
 - D. made a lot of money for the agency.

sector.

[1] A report by the Space Foundation estimated that NASA contributed \$180 billion to the economy in 2005. [2] More than 60 percent of the contribution **8** coming from commercial goods and services created by companies using space-related technology. [3] This translates as excellent returns from an agency that received approximately 17.7 billion in tax dollars in 2014.

[4] This investment by taxpayers enhances not only the national economy but also the United States' competitiveness in the international market. [5] Moreover, the benefits of NASA funding extend beyond the purely economic, as astrophysicist Neil deGrasse Tyson indicated in his testimony before the US Senate: "For . . . a penny on a dollar—we can transform the country from a sullen, dispirited nation, weary of economic struggle, to one where it has reclaimed its 20th century birthright to dream of tomorrow." **9**

Tyson's expansive vision for the agency hints at another mission of NASA's, illuminated in this observation by Apollo 14 astronaut Edgar Mitchell: "You develop an instant global consciousness, a people orientation, an intense dissatisfaction with the state of the world, and a compulsion to do something about it." **10** With world population topping seven billion, humanity is in need of some perspective.

- 6.
- A. NO CHANGE
 - B. Evolved
 - C. Developed
 - D. progressed
- 7.
- A. NO CHANGE
 - B. spawned
 - C. has spawned
 - D. spawning
- 8.
- A. NO CHANGE
 - B. which came
 - C. to come
 - D. came
9. To make this paragraph most logical, sentence 1 should be placed
- A. where it is now.
 - B. after sentence 2.
 - C. after sentence 3.
 - D. after sentence 4.
10. At this point, the writer is considering adding the following sentence: "In addition, NASA has facilities in Washington, DC, Florida, Texas, California, and other states." Should the writer make this addition here?
- A. Yes, because it serves as a counterargument to the quotation from astrophysicist Neil deGrasse Tyson.
 - B. Yes, because it reinforces the passage's point about the importance of NASA's work.
 - C. No, because it undermines the passage's claim about the economic benefits of NASA's work.
 - D. No, because it blurs the paragraph's focus by introducing information that does not support the paragraph's claim about the importance of NASA's work.

English Lesson 23: Essay ~ Get Acquainted with the Essay

★ Warm-Up

1. Read the directions for an example SAT essay below:

[The following directions will precede (come before) the passage presented in the essay question.]

As you read the passage below, consider how [THE AUTHOR] uses:

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

[The following directions will appear after the passage presented in the essay question.]

Write an essay in which you explain how [THE AUTHOR] builds an argument to persuade his audience that [MAIN ARGUMENT THAT THE AUTHOR MADE]. In your essay, analyze how [THE AUTHOR] uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of [HIS/HER] argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with [THE AUTHOR'S] claims, but rather explain how [THE AUTHOR] builds an argument to persuade his audience.

2. Is this essay prompt asking you to summarize the passage presented in the essay question? If not, explain in your own words what the prompt is asking you to do.

★ Classwork

3. How is the essay scored?
4. First, let's understand the general criteria by which The College Board will score your essay. The following criteria is straight from The College Board's explanation of what makes a successful essay. Highlight keywords below to help you review key criteria for success in your essay writing.

Reading Score (4/4):

- Demonstrates thorough comprehension of the source text.
- Shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.
- Is free of errors of fact or interpretation with regard to the text.
- Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.

Analysis Score (4/4):

- Offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.
- Offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.
- Contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.
- Focuses consistently on those features of the text that are most relevant to addressing the task.

Writing Score (4/4):

- Is cohesive and demonstrates a highly effective use and command of language.
- Includes a precise central claim.
- Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
- Has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.
- Shows a strong command of the conventions of standard written English and is free or virtually free of errors.

5. The SAT essay is a _____ essay in which you must explain _____ the author makes the argument, NOT _____ the author argues.

6. Rhetorical analysis is all about understanding the techniques of _____.

7. Next let's talk about the three rhetorical appeals.

Ethos	Logos	Pathos
Appeal to...	Appeal to...	Appeal to...

★ **Assignment**

Read Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. Identify and mark as many examples as you can where Dr. King used ethos, logos, and pathos.

- 1 I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.
- 2 Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.
- 3 But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.
- 4 In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.
- 5 It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.
- 6 It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.
- 7 But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of

- wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.
- 8 We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.
 - 9 As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.
 - 10 I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.
 - 11 Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.
 - 12 I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."
 - 13 I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
 - 14 I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
 - 15 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
 - 16 I have a dream today.
 - 17 I have a dream that one day, down in Alabama, with its vicious racists, with its governor having

his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

- 18 I have a dream today.
- 19 I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.
- 20 This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.
- 21 This will be the day when all of God’s children will be able to sing with a new meaning, “My country, ‘tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim’s pride, from every mountainside, let freedom ring.”
- 22 And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!
- 23 Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous slopes of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.
- 24 And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! free at last! thank God Almighty, we are free at last!”

English Lesson 24 & 25: Essay ~ Ethos, Logos, Pathos

★ Warm-Up

Pretend that you are trying to convince a sibling to let you borrow something that is very important to him/her. Provide an example of how you could use ethos, logos, and pathos to make an argument that he/she should let you borrow that item.

- **Ethos:**
- **Logos:**
- **Pathos:**

★ Classwork

1. First let's review your answers for the Warm-Up.
2. Now let's use your homework (the reading of "I Have a Dream" speech) to learn more about ethos, logos, and pathos.

Examples of rhetorical devices that may use ETHOS:

- Anecdote
- Observation and Opinion From Authority Figure

Examples of rhetorical devices that may use LOGOS:

- Historical Allusion
- Current Events
- Compare and Contrast
- Cause and Effect
- Reciprocity
- Consistency
- Analogy
- Rhetorical Question

Examples of rhetorical devices that may use PATHOS:

- Sensory Language
- Inclusive Language
- Exclusive Language
- Repetition
- Attack
- Humor

★ Assignment

Write an essay in which you answer the following prompt:

As you re-read Dr. King's "I Have a Dream" speech, consider how Dr. King uses:

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Write an essay in which you explain how Dr. King builds an argument to persuade his audience that people must use peaceful means to achieve racial equality in the United States. In your essay, analyze how Dr. King uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Dr. King's claims, but rather explain how he builds an argument to persuade his audience.

English Lesson 26: Approaching the Essay

★ Warm-Up

Take the essay that you did for homework and do the following:

- **UNDERLINE** your claim (also known as a thesis statement). A claim is the central argument that your essay will make. It should be one sentence in the introductory paragraph of the essay.
- Put a **STAR** next to the best idea that you had in each paragraph.
- Put a **CHECKMARK** next to one other good idea in each paragraph if you think you have one. If you don't have any other good ideas, just leave the star.

★ Classwork

First let's talk about some General Strategies for the SAT Essay. Complete the second column of the following chart as I present the strategies on the video:

General Strategy	
1.	Anticipate the prompt as you read.
2.	Actively read the text with the essay prompt in mind. Annotate, Annotate, ANNOTATE!
3.	Analyze – don't summarize or give your opinion.
4.	CONNECT the author's CRAFT to his/her PURPOSE !
5.	Prepare by learning rhetorical devices and rhetorical appeals.
6.	Plan your time accordingly.

English Lesson 27: Essay ~ Practice Demonstration

★ Warm-Up

Return to the essay that you wrote in response to Dr. Martin Luther King's "I Have a Dream" speech. Re-read your draft so it is fresh in your mind.

★ Classwork

Graphic Organizer

Claim: How does the author use rhetorical devices and appeals to make his/her argument?

In Dr. Martin Luther King's "I Have a Dream" speech, Dr. King uses several different rhetorical techniques in order to appeal to ethos, logos, and pathos. In particular, he uses (1) inclusive language and an understanding tone to appeal to ethos, (2) valuable analogies to appeal to logos, and (3) powerful imagery and repetition to appeal to pathos.

Subclaim 1 (ethos?)	Subclaim 2 (logos?)	Subclaim 3 (pathos?)
<p>Dr. King uses inclusive language and an understanding tone to appeal to ethos.</p> <p>Evidence 1</p> <p>"We must forever conduct..." "...we must rise to majestic heights..." "We cannot walk alone." (Para. 8)</p> <p>Evidence 2</p> <p>"I am not unmindful that some of you have come here out of great trials and tribulations." (Para. 10)</p>	<p>Dr. King uses a valuable analogy to appeal to logos.</p> <p>Evidence 1</p> <p>"...We have come to our nation's capital to cash a check." (Para. 4) And default of promissory note (Para. 5)</p> <p>Evidence 2</p> <p>"Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred." (Para. 7)</p>	<p>Dr. King uses powerful imagery and repetition to appeal to emotion.</p> <p>Evidence 1</p> <p>"...crippled by the manacles of segregation," "chains of discrimination," "lonely island of poverty" (Para. 3)</p> <p>Evidence 2</p> <p>Contrast that with "sons of former slaves and sons of former slave owners will be able to sit down together at the table of brotherhood" (Para. 14) and "Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice" (Para. 15).</p> <p>Anaphora of "I have a dream" introduces the positive vision.</p>

Reasoning (how device connects with appeal and author's purpose)	Reasoning (how device connects with appeal and author's purpose)	Reasoning (how devices connect with appeal and author's purpose)
<p>This language of "we" helps establish his credibility by showing that he is in this fight on the same level with them which helps set up his "dream" as one that they can then feel is accessible and worth pursuing peacefully.</p>	<p>This analogy helps people better understand the injustice of the situation and it does so without completely alienating all whites.</p>	<p>By showing these negative images contrasted with positive ones he appeals to readers' emotion and makes a convincing argument that the latter image would be the better one for all races.</p>

Suggested Claim Structure

[Speaker] uses [rhetorical device] in order to appeal to **ethos**, [rhetorical device] in order to appeal to **logos**, and [rhetorical device] in order to appeal to **pathos** and thus persuade his/her audience that [purpose].

Suggested Body Paragraph Structure

[Speaker] uses [rhetorical device] in order to appeal to [ethos/logos/pathos] and thus persuade his audience that [purpose]. For example, [Speaker] stated, [quote]. This [rhetorical device] helps him make his point that because it [explain how the device creates the appeal]. By doing so, [Speaker] [explain how the appeal helps achieve the purpose].

English Lesson 28: Reading ~ Practice Demonstration

★ Warm-Up

What are the annotation techniques that we discussed earlier in the course? For example, what will you underline and what else will you annotate?

★ Classwork

This passage is adapted from David Rotman, “How Technology Is Destroying Jobs.” ©2013 by MIT Technology Review.

1 MIT business scholars Erik Brynjolfsson and
 Andrew McAfee have argued that impressive
 advances in computer technology—from improved
 industrial robotics to automated translation
 5 services—are largely behind the sluggish
 employment growth of the last 10 to 15 years. Even
 more ominous for workers, they foresee dismal
 prospects for many types of jobs as these powerful
 new technologies are increasingly adopted not only
 10 in manufacturing, clerical, and retail work but in
 professions such as law, financial services, education,
 and medicine.

That robots, automation, and software can replace
 people might seem obvious to anyone who’s worked
 15 in automotive manufacturing or as a travel agent. But
 Brynjolfsson and McAfee’s claim is more troubling
 and controversial. They believe that rapid
 technological change has been destroying jobs faster
 than it is creating them, contributing to the
 20 stagnation of median income and the growth of
 inequality in the United States. And, they suspect,
 something similar is happening in other
 technologically advanced countries.

As evidence, Brynjolfsson and McAfee point to a
 25 chart that only an economist could love. In
 economics, productivity—the amount of economic

value created for a given unit of input, such as an hour of labor—is a crucial indicator of growth and wealth creation. It is a measure of progress. On the chart Brynjolfsson likes to show, separate lines represent productivity and total employment in the United States. For years after World War II, the two lines closely tracked each other, with increases in jobs corresponding to increases in productivity. The pattern is clear: as businesses generated more value from their workers, the country as a whole became richer, which fueled more economic activity and created even more jobs. Then, beginning in 2000, the lines diverge; productivity continues to rise robustly, but employment suddenly wilts. By 2011, a significant gap appears between the two lines, showing economic growth with no parallel increase in job creation. Brynjolfsson and McAfee call it the “great decoupling.” And Brynjolfsson says he is confident that technology is behind both the healthy growth in productivity and the weak growth in jobs. It’s a startling assertion because it threatens the faith that many economists place in technological progress. Brynjolfsson and McAfee still believe that technology boosts productivity and makes societies wealthier, but they think that it can also have a dark side: technological progress is eliminating the need for many types of jobs and leaving the typical worker worse off than before. Brynjolfsson can point to a second chart indicating that median income is failing to rise even as the gross domestic product soars. “It’s the great paradox of our era,” he says. “Productivity is at record levels, innovation has never been faster, and yet at the same time, we have a falling median income and we have fewer jobs. People are falling behind because technology is advancing so fast and our skills and organizations aren’t keeping up.”

While technological changes can be painful for workers whose skills no longer match the needs of employers, Lawrence Katz, a Harvard economist, says that no historical pattern shows these shifts leading to a net decrease in jobs over an extended period. Katz has done extensive research on how technological advances have affected jobs over the

70 last few centuries—describing, for example, how
 highly skilled artisans in the mid-19th century were
 displaced by lower-skilled workers in factories.
 While it can take decades for workers to acquire the
 expertise needed for new types of employment, he
 75 says, “we never have run out of jobs. There is no
 long-term trend of eliminating work for people. Over
 the long term, employment rates are fairly
 stable. People have always been able to create new
 jobs. People come up with new things to do.”

80 Still, Katz doesn’t dismiss the notion that there is
 something different about today’s digital
 technologies—something that could affect an even
 broader range of work. The question, he says, is
 whether economic history will serve as a useful
 85 guide. Will the job disruptions caused by technology
 be temporary as the workforce adapts, or will we see
 a science-fiction scenario in which automated
 processes and robots with superhuman skills take
 over a broad swath of human tasks? Though Katz
 90 expects the historical pattern to hold, it is “genuinely
 a question,” he says. “If technology disrupts enough,
 who knows what will happen?”

Figure 1

United States Productivity and Employment

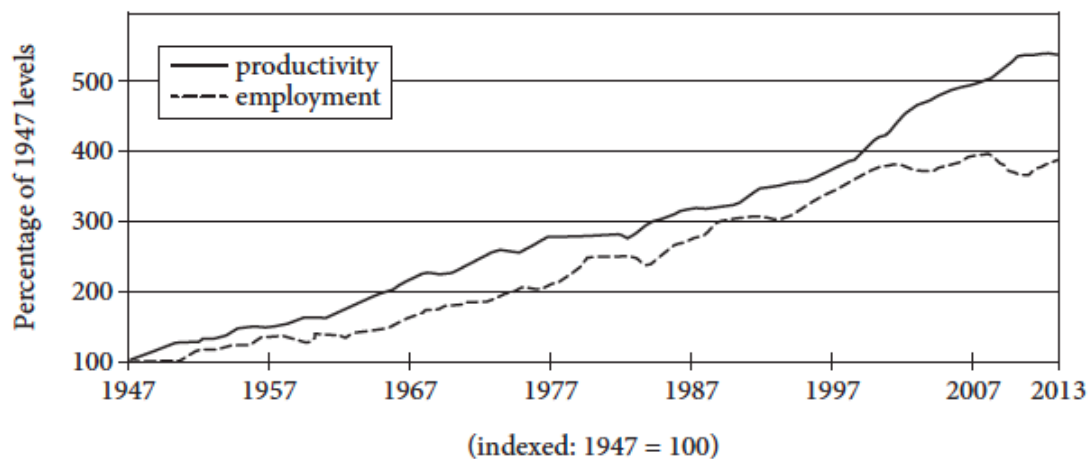
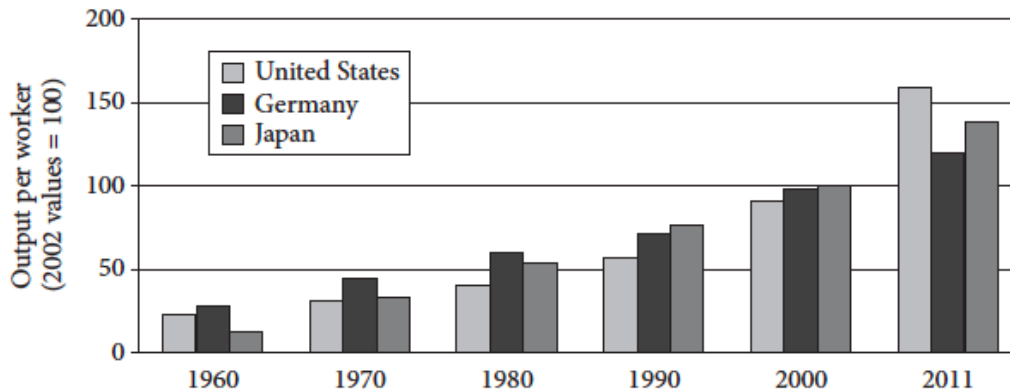


Figure 2

Output per Employed Person in Manufacturing
as Factories Have Become More Automated



★ **Assignment:** Complete the following questions.

- (1) The main purpose of the passage is to
 - A. examine the role of technology in workers' lives during the last century.
 - B. advocate for better technology to enhance workplace conditions.
 - C. argue for changes in how technology is deployed in the workplace.
 - D. assess the impact of advancements in technology on overall job growth.
- (2) According to Brynjolfsson and McAfee, advancements in technology since approximately the year 2000 have resulted in
 - A. low job growth in the United States.
 - B. global workplace changes.
 - C. more skilled laborers in the United States.
 - D. no global creation of new jobs.
- (3) Which choice provides the best evidence for the answer to the previous question?
 - A. Lines 1-6 ("MIT . . . years")
 - B. Lines 13-15 ("That . . . agent")
 - C. Lines 21-23 ("And . . . countries")
 - D. Lines 35-38 ("as businesses . . . jobs")
- (4) The primary purpose of lines 26-28 ("the amount...labor") is to
 - A. describe a process.
 - B. highlight a dilemma.
 - C. clarify a claim.
 - D. explain a term.
- (5) As used in line 35, "clear" most nearly means
 - A. pure.
 - B. keen.
 - C. untroubled.
 - D. unmistakable.

- (6) Which of the following best characterizes Katz’s attitude toward “today’s digital technologies” (lines 81-82)?
- A. He is alarmed about countries’ increasing reliance on them.
 - B. He is unconcerned about their effect on the economy.
 - C. He is uncertain how they might affect job growth.
 - D. He is optimistic that they will spur job creation to a degree not seen since the mid-nineteenth century.
- (7) Which choice provides the best evidence for the answer to the previous question?
- A. Lines 68-72 (“Katz . . . factories”)
 - B. Lines 73-75 (“While . . . jobs”)
 - C. Line 79 (“People come . . . do”)
 - D. Lines 91-92 (“If . . . happen”)
- (8) As used in line 83, “range” most nearly means
- A. region.
 - B. scope.
 - C. distance.
 - D. position.
- (9) According to Figure 1, which of the following years showed the widest gap between percentages of productivity and employment?
- A. 1987
 - B. 1997
 - C. 2007
 - D. 2013
- (10) Which statement is supported by Figure 2?
- A. The country with the greatest growth in output per manufacturing worker from 1960 to 1990 was Germany.
 - B. Japan experienced its smallest increase in output per manufacturing worker from 2000 to 2011.
 - C. Each of the three countries experienced an increase in its output per manufacturing worker from 1960 to 2011.
 - D. Of the three countries, the United States had the greatest output per manufacturing worker for each of the years shown.
- (11) Which additional information, if presented in figure 2, would be most useful in evaluating the statement in lines 57-60 (“Productivity . . . jobs”)?
- A. The median income of employees as it compares across all three countries in a single year
 - B. The number of people employed in factories from 1960 to 2011
 - C. The types of organizations at which output of employed persons was measured
 - D. The kinds of manufacturing tasks most frequently taken over by machines

English Lesson 29: Reading ~ Question and Answer Demonstration

★ Warm-Up

Check your answers to Lesson 28 homework questions:

- | | | |
|------|------|-------|
| 1. D | 5. D | 9. D |
| 2. A | 6. C | 10. C |
| 3. A | 7. D | 11. B |
| 4. D | 8. B | |

★ Classwork

Write notes here for strategies you learn from a review of the passage questions:

English Lesson 30: You've Got This!

★ Warm-Up

What items should you remember to bring to the test?

★ Classwork

- ✓ Definitely bring ...
- ✓ Don't forget to ...
- ✓ It's most important that you ...
- ✓ Finally, remember ...