

Beginner Course

28

2017 Edition

SAT MATH LESSONS

**to Improve Your
Score in One Month**

By Dr. Steve Warner

**For Students Currently Scoring
Below 500 in SAT Math**

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28 SAT Math Lessons to Improve Your Score in One Month

Beginner Course

For Students Currently Scoring Below 500
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I N T R O D U C T I O N

STUDYING FOR SUCCESS

S

his book was written specifically for the student currently scoring below a 500 in SAT math. Results will vary, but if you are such a student and you work through the lessons in this book, then you will see a substantial improvement in your score.

This book has been cleverly designed to enforce the study habits that I constantly find students ignoring despite my repeated emphasis on how important they are. Many students will learn and understand the strategies I teach them, but this is not enough. This book will force the student to internalize these strategies so that the appropriate strategy is actually used when it is needed. Most students will attempt the problems that I suggest that they work on, but again, this is not enough. All too often students dismiss errors as “careless” and neglect to redo problems they have answered incorrectly. This book will minimize the effect of this neglect.

The book you are now reading is self-contained. Each lesson was carefully created to ensure that you are making the most effective use of your time while preparing for the SAT. The initial lessons are quite focused ensuring that the reader learns and practices one strategy and one topic at a time. In the beginning the focus is on Level 1 and 2 problems, and little by little Level 3 problems will be added into the mix.

It should be noted that a score of 600 can usually be attained without ever attempting a Level 4 or 5 problem. That said, some Level 4 problems will appear late in the book for those students that show accelerated improvement. The reader should not feel obligated to work on these harder problems the first time they go through this book.

There are two math sections on the SAT: one where a calculator is allowed and one where it is not. I therefore recommend trying to solve as many problems as possible both with and without a calculator. If a calculator is required for a specific problem it will be marked with an asterisk (*).

1. Using this book effectively

- Begin studying at least three months before the SAT
- Practice SAT math problems ten to fifteen minutes each day
- Choose a consistent study time and location

You will retain much more of what you study if you study in short bursts rather than if you try to tackle everything at once. So try to choose about a fifteen minute block of time that you will dedicate to SAT math each day. Make it a habit. The results are well worth this small time commitment. Some students will be able to complete each lesson within this fifteen minute block of time. Others may take a bit longer. If it takes you longer than fifteen minutes to complete a lesson, you have two options. You can stop when fifteen minutes are up and then complete the lesson the following day, or you can finish the lesson and then take a day off from SAT prep that week.

- Every time you get a question wrong, **mark it off, no matter what your mistake.**
- Begin each lesson by first redoing the problems from previous lessons on the same topic that you have marked off.
- If you get a problem wrong again, **keep it marked off.**

As an example, before you begin the third “Heart of Algebra” lesson (Lesson 9), you should redo all the problems you have marked off from the first two “Heart of Algebra” lessons (Lessons 1 and 5). Any question that you get right you can “unmark” while leaving questions that you get wrong marked off for the next time. If this takes you the full fifteen minutes, that is okay. Just begin the new lesson the next day.

Note that this book often emphasizes solving each problem in more than one way. Please listen to this advice. The same question is never repeated on any SAT (with the exception of questions from the experimental sections) so the important thing is learning as many techniques as possible. Being able to solve any specific problem is of minimal importance. The more ways you have to solve a single problem the more prepared you will be to tackle a problem you have never seen before, and the quicker you will be able to solve that problem. Also, if you have multiple methods for solving a single problem, then on the actual SAT when you “check over” your work you will be able to redo each problem in a different way. This will eliminate all “careless” errors on the actual exam. Note that in this book the quickest solution to any problem will always be marked with an asterisk (*).

2. Calculator use.

- Use a TI-84 or comparable calculator if possible when practicing and during the SAT.
- Make sure that your calculator has fresh batteries on test day.
- You may have to switch between DEGREE and RADIAN modes during the test. If you are using a TI-84 (or equivalent) calculator press the MODE button and scroll down to the third line when necessary to switch between modes.

Below are the most important things you should practice on your graphing calculator.

- Practice entering complicated computations in a single step.
- Know when to insert parentheses:
 - Around numerators of fractions
 - Around denominators of fractions
 - Around exponents
 - Whenever you actually see parentheses in the expression

Examples:

We will substitute a 5 in for x in each of the following examples.

<u>Expression</u>	<u>Calculator computation</u>
$\frac{7x+3}{2x-11}$	$(7*5 + 3)/(2*5 - 11)$
$(3x-8)^{2x-9}$	$(3*5 - 8)^(2*5 - 9)$

- Clear the screen before using it in a new problem. The big screen allows you to check over your computations easily.
- Press the **ANS** button (**2nd (-)**) to use your last answer in the next computation.
- Press **2nd ENTER** to bring up your last computation for editing. This is especially useful when you are plugging in answer choices, or guessing and checking.
- You can press **2nd ENTER** over and over again to cycle backwards through all the computations you have ever done.
- Know where the $\sqrt{\quad}$, π , and \wedge buttons are so you can reach them quickly.
- Change a decimal to a fraction by pressing **MATH ENTER ENTER**.
- Press the **MATH** button - in the first menu that appears you can take cube roots and n th roots for any n . Scroll right to **NUM** and you have **lcm()** and **gcd()**.
- Know how to use the **SIN**, **COS** and **TAN** buttons as well as **SIN⁻¹**, **COS⁻¹** and **TAN⁻¹**.

3. Tips for taking the SAT

Each of the following tips should be used whenever you take a practice SAT as well as on the actual exam.

Check your answers properly: When you go back to check your earlier answers for careless errors *do not* simply look over your work to try to catch a mistake. This is usually a waste of time.

- When “checking over” problems you have already done, **always redo the problem from the beginning** without looking at your earlier work.
- If possible use a different method than you used the first time.

For example, if you solved the problem by picking numbers the first time, try a different method, or at least pick different numbers the second time. Always do the problem from the beginning and do not look at your original solution. If your two answers do not match up, then you know that this is a problem you need to spend a little more time on to figure out where your error is.

This may seem time consuming, but that is okay. It is better to spend more time checking over a few problems, than to rush through a lot of problems and repeat the same mistakes.

Take a guess whenever you cannot solve a problem: There is no guessing penalty on the SAT. Whenever you do not know how to solve a problem take a guess. Ideally you should eliminate as many answer choices as possible before taking your guess, but if you have no idea whatsoever do not waste time overthinking. Simply put down an answer and move on. You should certainly mark it off and come back to it later if you have time.

Pace yourself: Do not waste your time on a question that is too hard or will take too long. After you have been working on a question for about 1 minute you need to make a decision. If you understand the question and think that you can get the answer within another minute or so, continue to work on the problem. If you still do not know how to do the problem or you are using a technique that is going to take a long time, mark it off and come back to it later if you have time.

Feel free to take a guess. But you still want to leave open the possibility of coming back to it later. Remember that every problem is worth the same amount. Do not sacrifice problems that you may be able to do by getting hung up on a problem that is too hard for you.

Attempt the right number of questions: There are two math sections on the SAT – one where a calculator is allowed and one where a calculator is not allowed. The calculator section has 30 multiple choice (mc) questions and 8 free response (grid in) questions. The non-calculator section has 15 multiple choice (mc) questions and 5 free response (grid in) questions.

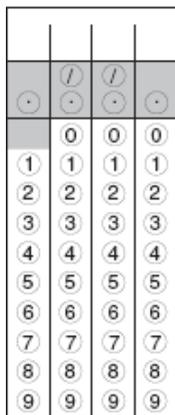
You should first make sure that you know what you got on your last SAT practice test, actual SAT, or actual PSAT (whichever you took last). What follows is a general goal you should go for when taking the exam.

Score	MC (Calculator Allowed)	Grid In (Calculator Allowed)	MC (Calculator Not Allowed)	Grid In (Calculator Not Allowed)
< 330	10/30	3/8	4/15	1/5
330 – 370	15/30	4/8	6/15	2/5
380 – 430	18/30	5/8	8/15	2/5
440 – 490	21/30	6/8	9/15	3/5
500 – 550	24/30	6/8	11/15	4/5
560 – 620	27/30	7/8	13/15	4/5
630 – 800	30/30	8/8	15/15	5/5

For example, a student with a current score of 420 should attempt 18 multiple choice questions and 5 grid ins from the section where a calculator is allowed, and 8 multiple choice questions and 2 grid in questions from the section where a calculator is not allowed.

This is *just* a general guideline. Of course it can be fine-tuned. As a simple example, if you are particularly strong at Algebra problems, but very weak at Geometry and Trig problems, then you may want to try every Algebra problem no matter where it appears, and you may want to reduce the number of Geometry and Trig problems you attempt.

Grid your answers correctly: The computer only grades what you have marked in the bubbles. The space above the bubbles is just for your convenience, and to help you do your bubbling correctly.



Never mark more than one circle in a column or the problem will automatically be marked wrong. You do not need to use all four columns. If you do not use a column just leave it blank.

The symbols that you can grid in are the digits 0 through 9, a decimal point, and a division symbol for fractions. Note that there is no negative symbol. So answers to grid-ins *cannot* be negative. Also, there are only four slots, so you cannot get an answer such as 52,326.

Sometimes there is more than one correct answer to a grid-in question. Simply choose one of them to grid-in. *Never* try to fit more than one answer into the grid.

If your answer is a whole number such as 2451 or a decimal that only requires four or less slots such as 2.36, then simply enter the number starting at any column. The two examples just written must be started in the first column, but the number 16 can be entered starting in column 1, 2 or 3.

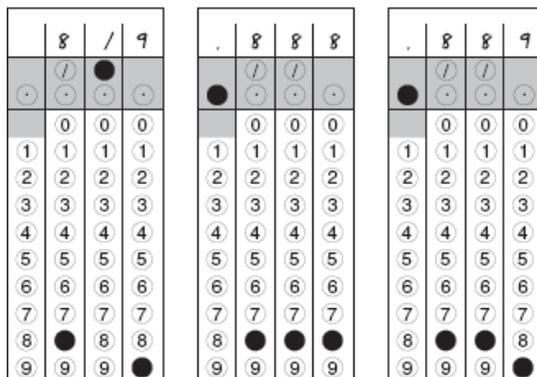
Note that there is no zero in column 1, so if your answer is 0 it must be gridded into column 2, 3 or 4.

Fractions can be gridded in any form as long as there are enough slots. The fraction $2/100$ must be reduced to $1/50$ simply because the first representation will not fit in the grid.

Fractions can also be converted to decimals before being gridded in. If a decimal cannot fit in the grid, then you can simply *truncate* it to fit. But you must use every slot in this case. For example, the decimal $.167777777\dots$ can be gridded as $.167$, but $.16$ or $.17$ would both be marked wrong.

Instead of truncating decimals you can also *round* them. For example, the decimal above could be gridded as $.168$. Truncating is preferred because there is no thinking involved and you are less likely to make a careless error.

Here are three ways to grid in the number 8/9.



Never grid-in mixed numerals. If your answer is $2\frac{1}{4}$, and you grid in the mixed numeral $2\frac{1}{4}$, then this will be read as 21/4 and will be marked wrong. You must either grid in the decimal 2.25 or the improper fraction 9/4.

Here are two ways to grid in the mixed numeral $1\frac{1}{2}$ correctly.

		.	5
·	/	/	·
	0	0	0
1	●	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	●
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

	3	/	2
·	/	●	·
	0	0	0
1	1	1	1
2	2	2	●
3	●	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

LESSON 1

HEART OF ALGEBRA

Start with Choice (B) or (C)

In many SAT math problems you can get the answer simply by trying each of the answer choices until you find the one that works. Unless you have some intuition as to what the correct answer might be, then you should always start in the middle with choice (B) or (C) as your first guess (an exception will be detailed in the next strategy below). The reason for this is simple. Answers are usually given in increasing or decreasing order. So very often if choice (B) or (C) fails you can eliminate one or two of the other choices as well.

Try to answer the following question using this strategy. **Do not** check the solution until you have attempted this question yourself.

LEVEL 1: ALGEBRA

1. If $2^{3y} = 64$, then $y =$
- (A) 3
 - (B) 2
 - (C) 1
 - (D) 0

Solution by starting with choice (C): Begin by looking at choice (C). We substitute 1 in for y on the left hand side of the given equation to get $2^{3y} = 2^{3 \cdot 1} = 2^3 = 2 \cdot 2 \cdot 2 = 8$. This is too small. So we can eliminate choices (C) and (D).

Let's try choice (B) next. We substitute 2 in for y on the left hand side of the equation to get $2^{3y} = 2^{3 \cdot 2} = 2^6 = 2 \cdot 2 \cdot 2 \cdot 2 \cdot 2 \cdot 2 = 64$. This is correct so that the answer is choice (B).

Remarks: (1) If allowed you should do the above computations with your TI-84 calculator. To compute $2^{3 \cdot 2}$ you can either type $2^{(3 \cdot 2)}$ or 2^6 in your calculator. Note that if you use the first option, it is **essential** that you put parentheses around $2 \cdot 2$.

(2) If you type $2^3 \cdot 2$ in your calculator, you will get the **incorrect** answer of 16. This is because your calculator does 2^3 first, and then multiplies by 2. This is **not** what you want.

Before we go on, try to solve this problem algebraically.

* **Algebraic solution:** $64 = 2 \cdot 2 \cdot 2 \cdot 2 \cdot 2 \cdot 2 = 2^6$. So replacing 64 by 2^6 in the given equation, we have $2^{3y} = 2^6$. So $3y = 6$, and therefore $y = 2$, choice (B).

Remark: To see that $64 = 2^6$ we can simply use trial and error and our calculator if a calculator is allowed.

If a calculator is not allowed we can count how many times we need to multiply 2 by itself to get to 64.

Informal and Formal Algebra

Suppose we are asked to solve for x in the following equation:

$$x + 3 = 8$$

In other words, we are being asked for a number such that when we add 3 to that number we get 8. It is not too hard to see that $5 + 3 = 8$, so that $x = 5$.

I call the technique above solving this equation **informally**. In other words, when we solve algebraic equations informally we are solving for the variable very quickly in our heads. I sometimes call this performing **“mental math.”**

We can also solve for x **formally** by subtracting 3 from each side of the equation:

$$\begin{array}{r} x + 3 = 8 \\ -3 \quad -3 \\ \hline x \quad = 5 \end{array}$$

In other words, when we solve an algebraic equation formally we are writing out all the steps – just as we would do it on a test in school.

To save time on the SAT you should practice solving equations informally as much as possible. And you should also practice solving equations formally – this will increase your mathematical skill level.

Let's try another:

$$5x = 30$$

Informally, 5 times 6 is 30, so we see that $x = 6$.

Formally, we can divide each side of the equation by 5:

$$\frac{5x}{5} = \frac{30}{5}$$

$$x = 6$$

Now let's get a little harder:

$$5x + 3 = 48$$

We can still do this informally. First let's figure out what number plus 3 is 48. Well, 45 plus 3 is 48. So $5x$ is 45. So x must be 9.

Here is the formal solution:

$$\begin{array}{r} 5x + 3 = 48 \\ -3 \quad -3 \\ \hline 5x \quad = 45 \\ \underline{5} \quad \underline{5} \\ x \quad = 9 \end{array}$$

Now try to solve each of the following problems by starting with choice (B) or (C). Then, if possible, solve each problem algebraically (either informally or formally). The answers to these problems, followed by full solutions are at the end of this lesson. **Do not** look at the answers until you have attempted these problems yourself. Please remember to mark off any problems you get wrong.

LEVEL 1: ALGEBRA

$$\frac{9 + \Delta}{2} = 9\frac{1}{2}$$

2. What number, when used in place of Δ above, makes the statement true?
- (A) 4
 (B) 5
 (C) 10
 (D) 12

3. If $8 + x + x = 4 + x + x + x$, what is the value of x ?
- (A) 1
(B) 2
(C) 3
(D) 4
4. If $5(x - 7) = 4(x - 8)$, what is the value of x ?
- (A) 1
(B) 2
(C) 3
(D) 4

LEVEL 2: ALGEBRA

5. * If $4^{x+1} = 4096$, what is the value of x ?
- (A) 6
(B) 5
(C) 4
(D) 3
6. If $(x - 3)^2 = 36$, and $x < 0$, what is the value of x ?
- (A) -33
(B) -9
(C) -3
(D) -2

Answers

- | | |
|------|------|
| 1. B | 4. C |
| 2. C | 5. B |
| 3. D | 6. C |

Full Solutions

2.

Solution by starting with choice (C): Begin by looking at choice (C). We substitute 10 in for Δ in the given equation.

$$\frac{9 + 10}{2} = 9\frac{1}{2}$$

$$\frac{19}{2} = 9\frac{1}{2}$$

$$9\frac{1}{2} = 9\frac{1}{2}$$

The equation is true. So the answer is choice (C).

*** Algebraic solution:**

$$\frac{9 + \Delta}{2} = 9\frac{1}{2}$$

$$9 + \Delta = 19$$

$$\Delta = 10$$

This is choice (C).

3.

Solution by starting with choice (C): Begin by looking at choice (C). We substitute 3 in for x on each side of the equation.

$$8 + 3 + 3 = 4 + 3 + 3 + 3$$

$$14 = 13$$

Since this is false, we can eliminate choice (C). A little thought should allow you to eliminate choices (A) and (B) as well (don't worry if you don't see this – just take another guess). Let's try choice (D) next.

$$8 + 4 + 4 = 4 + 4 + 4 + 4$$

$$16 = 16$$

Thus, the answer is choice (D).

Algebraic solution:

$$8 + x + x = 4 + x + x + x$$

$$8 + 2x = 4 + 3x$$

$$8 = 4 + x$$

$$4 = x$$

Thus, the answer is choice (D).

Remark: We can begin with an algebraic solution, and then switch to the easier method. For example, we can write $7 + 2x = 3 + 3x$, and then start substituting in the answer choices from here. This will take less time than the first method, but more time than the algebraic method.

* **Striking off x 's:** When the same term appears on each side of an equation we can simply delete that term from both sides. In this problem we can strike off two x 's from each side to get

$$8 = 4 + x.$$

This becomes $4 = x$, choice (D).

4.

Solution by starting with choice (C): Begin by looking at choice (C). We substitute 3 in for x in the given equation.

$$\begin{aligned} 5(x - 7) &= 4(x - 8) \\ 5(3 - 7) &= 4(3 - 8) \\ 5(-4) &= 4(-5) \\ -20 &= -20 \end{aligned}$$

Thus, the answer is choice (C).

* **Algebraic solution:**

$$\begin{aligned} 5(x - 7) &= 4(x - 8) \\ 5x - 35 &= 4x - 32 \\ x &= 3 \end{aligned}$$

Thus, the answer is choice (C).

5.

Solution by starting with choice (C): Begin by looking at choice (C). We substitute 4 in for x in the given equation. We type in our calculator $4^{(4 + 1)} = 1024$. This is too small so we can eliminate choices (C) and (D). Let's try choice (B) next.

We type in our calculator $4^{(5 + 1)} = 4096$. This is correct. Thus, the answer is choice (B).

Calculator notes: (1) If you find yourself getting the wrong answer when you use your calculator, please review (1) under Calculator Use on page 9.

(2) Instead of typing $4^{(4 + 1)}$ in our calculator, we can add 4 and 1 in our head (to get 5), and type 4^5 instead. Similarly, we can type 4^6 instead of $4^{(5 + 1)}$.

* **Algebraic solution:** We rewrite the equation so that each side has the same base (in this case the common base is 4). $4^{x+1} = 4^6$. Now that the bases are the same, so are the exponents. Thus, $x + 1 = 6$, and therefore $x = 5$, choice (B).

6.

Solution by starting with choice (C): Let's guess that choice (C) is the answer and let $x = -3$. Then $(x - 3)^2 = (-3 - 3)^2 = (-6)^2 = 36$. This is correct. So the answer is choice (C).

Remark: The square of a number is **always** nonnegative. As an example $(-6)^2 = 36$ and **not** -36 . Compare this to -6^2 which is equal to $(-1)(6^2) = (-1)(36) = -36$.

Order of Operations: A quick review of order of operations.

PEMDAS

P	Parentheses
E	Exponentiation
M	Multiplication
D	Division
A	Addition
S	Subtraction

Note that multiplication and division have the same priority, and addition and subtraction have the same priority.

* **Algebraic solution:** We use the **square root property**, and then solve for x .

$$\begin{aligned}(x - 3)^2 &= 36 \\ x - 3 &= \pm 6 \\ x &= 3 \pm 6 \\ x &= 3 - 6 \text{ or } x = 3 + 6 \\ x &= -3 \text{ or } x = 9\end{aligned}$$

Since it is given that $x < 0$, the answer is $x = -3$, choice (C).

Remark: The **square root property** says that if $b^2 = a$, then $b = \pm\sqrt{a}$.

Common Error: When solving an equation with a “square” in it students will often apply the square root property incorrectly by only taking the positive square root. In this problem, the erroneous computation might look like this.

$$\begin{aligned}(x - 3)^2 &= 36 \\ x - 3 &= 6 \\ x &= 9\end{aligned}$$

This is not one of the answer choices, but nonetheless many students will choose choice (B) because it looks similar. **DO NOT** fall into this trap!

OPTIONAL MATERIAL

Try to solve each of the following equations for x both informally, and formally. The answers are below:

1. $x + 17 = 20$

2. $6x = 24$

3. $\frac{x}{12} = 2$

4. $7x - 4 = 24$

5. $\frac{2x-3}{5} = 2$

6. $5(x - 7) = 40$

7. $2^x = 8$

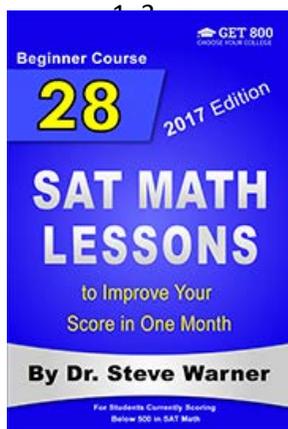
8. $\frac{5+x}{2} = 8\frac{1}{2}$

9. $5^{x+1} = 125$

10. $3^x + 4 = 31$

This is the end of this free sample. To order this book click the following image.

Answers



6. 15

7. 3

8. 12

9. 2

10. 3

About the Author

Dr. Steve Warner, a New York native, earned his Ph.D. at Rutgers University in Pure Mathematics in May, 2001. While a graduate student, Dr. Warner won the TA Teaching Excellence Award.



After Rutgers, Dr. Warner joined the Penn State Mathematics Department as an Assistant Professor. In September, 2002, Dr. Warner returned to New York to accept an Assistant Professor position at Hofstra University. By September 2007, Dr. Warner had received tenure and was promoted to Associate Professor. He has taught undergraduate and graduate courses in Precalculus, Calculus, Linear Algebra, Differential Equations, Mathematical Logic,

Set Theory and Abstract Algebra.

Over that time, Dr. Warner participated in a five year NSF grant, “The MSTP Project,” to study and improve mathematics and science curriculum in poorly performing junior high schools. He also published several articles in scholarly journals, specifically on Mathematical Logic.

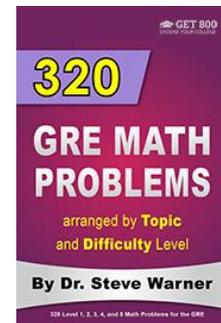
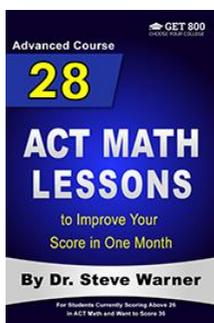
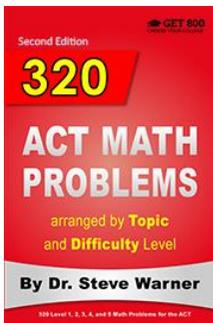
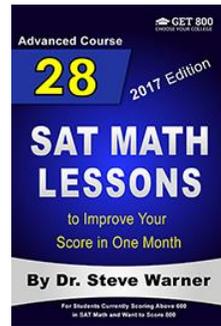
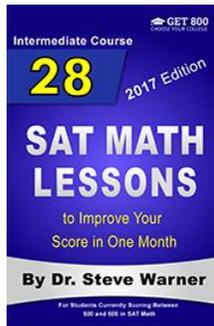
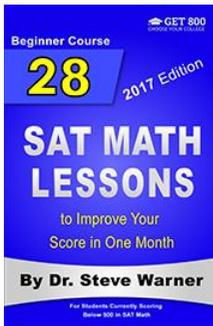
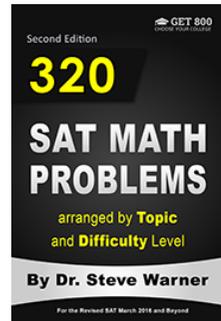
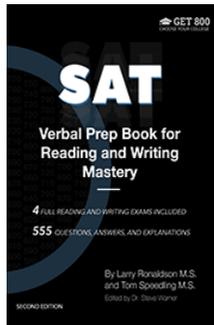
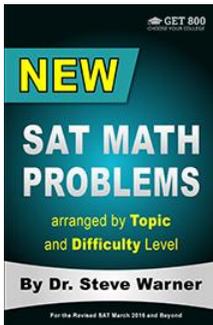
Dr. Warner has more than 15 years of experience in general math tutoring and tutoring for standardized tests such as the SAT, ACT and AP Calculus exams. He has tutored students both individually and in group settings.

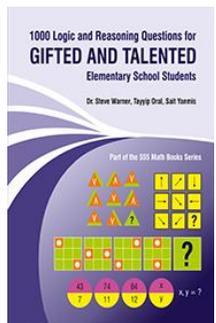
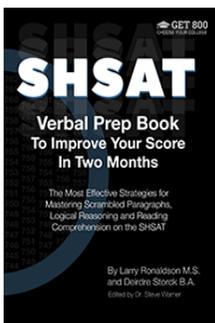
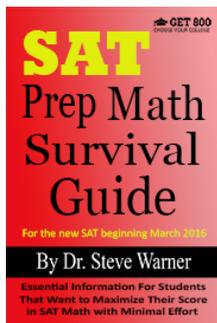
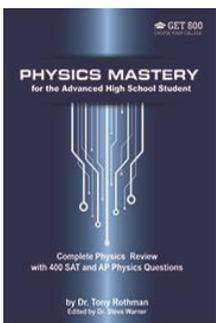
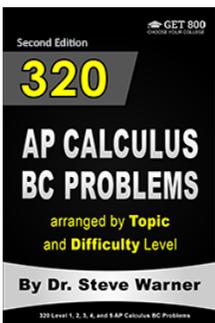
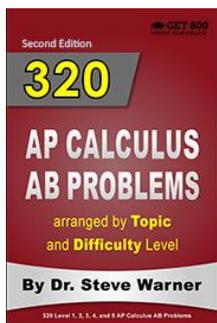
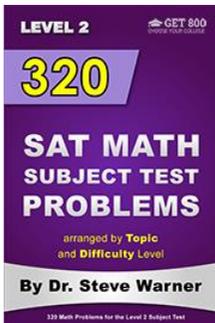
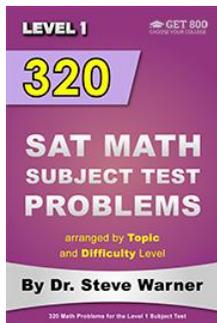
In February, 2010 Dr. Warner released his first SAT prep book “The 32 Most Effective SAT Math Strategies,” and in 2012 founded Get 800 Test Prep. Since then Dr. Warner has written books for the SAT, ACT, SAT Math Subject Tests and AP Calculus exams.

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BOOKS BY DR. STEVE WARNER





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