

# 100 POINTS *in* 100 MINUTES

**7 PROVEN  
STRATEGIES  
TO RAISE  
YOUR SAT  
SCORE  
BY OVER  
100 POINTS  
IN LESS THAN  
2 HOURS.**

**BY ANTHONY-JAMES GREEN**



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SECTION 1  
**INTRODUCTION**

# SECTION 1 INTRODUCTION

My average student improves his or her SAT score by over 350 points. These huge score improvements have nothing to do with my knowledge of math facts or grammar. My students get the results they do because I develop **strategic systems** that they use to boost their scores across all three sections of the test.

The facts, strategies, and tactics you learn are easily forgotten and difficult to use unless you can enter them into an **overall framework**. Once you have a powerful system to work with, every new piece of information can be entered into a more effective, logical overall process. When you work with such a system, the effort you put into your SAT scores will automatically become magnified.

To understand how these systems work, I'd like you to think about language learning as an analogy. If you're trying to learn Spanish, you have two options:

1. Learn every variation of every single word in Spanish and exactly what each form of each word means.
2. Learn Spanish grammar, and fit the words you learn into the Spanish grammatical system.

Most students study for their SATs using strategy #1. They pick up a new fact and memorize it on its own, never integrating it into a bigger picture. Going back to the analogy, they need to remember that “hablo” means “I speak,” that “hablas” means “you speak,” and that “hablamos” means “we speak,” but they never understand *why*. They need to repeat this draining, inefficient process for every word they learn.

Wouldn't it make more sense to learn “Spanish grammar?” If you know that words ending in “-o” are first person singular, “-as” are second person singular, and “-amos” are first person plural, then every regular verb in Spanish can simply be altered to fit the proper situation. You no longer need to see “hablo” and “hablamos” as two different words, but simply as two different, predictable versions of the same word.

This analogy fits directly into test prep. You need to stop studying for the SAT “phonetically.” To get serious score improvements, you need to develop your own “SAT grammar.” Once you study with a good system, things make more sense, progress comes more quickly, and every new piece of knowledge you pick up interacts with the things you've already learned.

All of my students are taught simple, powerful strategies and philosophies which they apply to each section of the SAT. Once they have these systems and strategies in place, their efforts all contribute to a bigger picture. Each new fact and trick they learn builds upon their previous knowledge.

In the pages that follow, I'm going to give you a brief introduction to my most powerful SAT strategies. If you start using them right away, practice their application, and view all the new knowledge you pick up within their context, you're going to achieve great things.

Without further ado, let me show you how to improve your SAT score by 100 points in 100 minutes. Learn these strategies, apply them to your practice, and watch what happens to your scores. You won't be disappointed.

100 POINTS *in* 100 MINUTES

SECTION 2  
**CRITICAL READING**

## SECTION 2 CRITICAL READING

Most students think that the Critical Reading section is very “tricky,” and it can be - but only if you allow it to be.

If you want to instantly improve your Critical Reading score, you need to realize something extremely important:

**Critical Reading questions are not difficult - the ANSWERS are difficult!**

If English is your native language, doesn't it seem strange that questions in English about English passages are so difficult to comprehend? Well, it's not as much of a puzzle as it seems. The passages are pretty simple, and the questions are even simpler - the *answers* are the things making your life so difficult.

**The SAT is incredible at coming up with one right answer that seems wrong, and four wrong answers that all seem sort of right.**

Imagine, for instance, this problem:

Because sharks are such \_\_\_\_\_ predators, you need to tag them with GPS units just to keep track of them.

- (A) Dangerous
- (B) Aquatic
- (C) Carnivorous
- (D) Elusive
- (E) Powerful

Take a look at the answer choices. Sharks are dangerous, aquatic, carnivorous, and powerful predators, but **none of those answers have anything to do with the question being asked!** Because all four of those responses seemingly apply to sharks, they're all very tempting. Your job is to remember that the correct answer has to do with “needing to be tagged with a GPS unit,” in which case the only answer that *actually* works is *elusive*, or hard to find/track/grab.

Similarly, the answer choices will often try to confuse you by answering a question that has never been asked. For instance, you might read the following lines excerpted from a novel:

“Mr. Jones had the hilarious, though sometimes unpopular, habit of insulting the women in his company.”

The question might then ask:

18. What is the tone of this sentence?

- (A) Sexist
- (B) Jovial

Here's the issue: the sentence itself is incredibly sexist. Anyone who is in the habit of making fun of women is a sexist jerk. But the question didn't ask about the *content* of the question - it asked about the *tone* of the question! As a result, A is a wrong answer, though it seems quite tempting, while B is the right answer. A is a trick, and a darn tempting one at that! *Tone* has to do with *the way something is being said*, and not with *what is being said*. If you pick answer A, you're answering the wrong question.

## SECTION 2 CRITICAL READING

Knowing that the Critical Reading section is trying to trick you is your first defense. Once you realize that all the answer choices exist solely to mess with your head, you'll have a much greater appreciation of the two key strategies for SAT Critical Reading.

**All SAT Critical Reading strategy boils down to just two strategies:**

1. **Come up with your own answers before looking at the answer choices provided.**
2. **Eliminate wrong answers rather than trying to pick the right ones.**

If you follow the two strategies above, this section will go from “ambiguous and tricky” to “incredibly obvious and easy.” However, perfecting both of these strategies is *much* easier said than done, and requires a significant amount of practice.

Let's take a quick peek at how each one works:

### 1. COME UP WITH YOUR OWN ANSWERS.

The key to coming up with your own answers is to *steal them directly from the text*. The SAT hopes that you'll look for answers “in your head” rather than “in the text.” The text doesn't lie - it's all based on facts and objective, proof-driven sentences. Your head, on the other hand, lies to you and tricks you all the time.

*If you let the SAT “suggest” answer choices for you, your brain will do an amazing job of justifying them and considering them as valid - even when they're totally off-base.*

Consider this: **if you can't answer a question on your own, how the heck are you supposed to pick the right one from a minefield full of intentionally deceiving answers?**

The SAT is incredible at coming up with wrong answer choices that, at first glance, seem correct. If you don't “guard yourself” by coming up with the right answer beforehand, you'll never be able to separate the wheat from the chaff.

Once you come up with the right answer, all you need to do is “find it” within the answer choices provided, which is remarkably easy (especially when using strategy #2, which I'll discuss momentarily). When it comes to creating your own answer, you just need to remember two sub-strategies:

**A) FIND the answer, don't come up with it.** The text does not lie. The SAT is an objective exam - every right answer is factually correct, and is derived from facts and bulletproof evidence within the text. Your job, therefore, is to *steal the answer directly from the text itself*.

Put another way: **the right answer is NOT in your head - it is IN THE TEXT.**

**B) The simpler and more general/broad/basic your answer is, the better.**

Most of my students get into a nasty habit of “over-thinking” when they first approach the Critical Reading section. As they quickly learn, *the more you think, the less likely you are to come up with the right answer.*

If the text asks you “what the author is trying to accomplish on lines 64-65,” and the text reads:

“Jellyfish move quite quickly, and though most people think of them as slow, they can cover great distances in short periods of time.”



## SECTION 2 CRITICAL READING

Your answer should be:

“Show that jellyfish move faster than people think they do.”

This is no time to get creative. Just rip your answer directly from the text. Take a look at this sentence completion problem:

Marc is so \_\_\_\_\_ that no one invites him to their parties.

Your answer should be “a bad quality that prevents social invitations.”

Again, there’s no thinking involved here - you just need to take the text, steal from it, and regurgitate an answer that matches the text itself.

**From this point forward, NEVER look at the answer choices until you’ve come up with your own answer.** Once you have a clear concept of what the right answer looks like, you’ll quickly realize how silly the wrong answer choices are.

Of course, there are some questions that can’t be answered up front. For instance: “what does the author NOT do in this passage?” In these cases, you should move right to strategy #2. But a surprisingly large number of questions that don’t seem like they can be answered up front actually can be. For instance, “What would be a good title for this passage?” is basically just another way of asking, “What is the main idea of this passage?”

Steal from the text, stop thinking, and come up with your own answers first, then watch what happens to your score.

### 2. KILL WRONG ANSWERS RATHER THAN PICKING RIGHT ONES.

Your entire life, you’ve been trained to “find the right answer.” It’s a logical instinct that, unfortunately, will absolutely massacre your SAT Critical Reading score. The main problem with this strategy is that *it is almost impossible to prove something right*. For instance, take a look at this sentence:

“Grass is green.”

We all know that grass is green. So this is a “correct” statement, right? But is *all* grass green? What if it’s dehydrated and brown? What if it’s red grass, which grows in different regions throughout the world? What is “green,” really? Do different shades count? If you saw 10,000 instances of green grass, would that prove that “grass is green?” Not really - even one instance of brown or red grass would prove it wrong!

**When you dwell on answer choices and try to “prove them right,” you’re not only wasting time - you’re also working to JUSTIFY answers that are intentionally designed to be justified!**

In other words, if you put your mental energy toward proving something right, you’ll sometimes fall in love with your own reasoning and try to avoid the errors inherent in the answer choice.

But what about proving things wrong?

**Proving things wrong is incredibly easy, fast, and fool-proof, and it should be your OBSESSION on the Critical Reading section.**

If you eliminate answers based on wrongness, rather than picking them based on merit, you’ll be faster and more accurate.

## SECTION 2 CRITICAL READING

At first, this might seem counter-intuitive. Won't it take more time to kill four wrong answers than to pick one right one? Not at all. The reason is this:

**Wrong answers are OBJECTIVELY wrong, and therefore incredibly quick and easy to kill.** When something isn't accurate, you can immediately figure out its flaws and cross it out. You no longer need to think about it. For instance, the statement "all grass is always green" can be crossed out in 1/10th of a second. All grass is not green...DONE.

Take a look at the following excerpt from a passage:

"Harry was always a little bit shy around his classmates. It wasn't that he was scared of them, or felt himself inferior. Rather, it was a sense of distance and separation that he simply could not bridge. Harry was shy because he didn't feel the closeness to other human beings that he observed others feeling so easily."

14. The reason for Harry's shyness is most likely:

FIRST, come up with your own answer. In this case: "he could not feel close to people." Simple, stolen from the text. Now look at the answer choices:

- (A) He did not enjoy their company
- (B) He was anxious around them
- (C) He could not develop bonds with them
- (D) He was afraid of social judgment
- (E) He felt that he was in a different class than they were

Rather than try to pick the right answer, I'm going to use a "heck no" and "maybe" system to go through and kill all the blatantly wrong answers. From there, I'll compare any stragglers and kill the one(s) containing the most objective errors.

- (A) is wrong because enjoyment of their company is never even mentioned. This has nothing to do with any of the text.
- (B) is wrong because anxiety is never mentioned. Next.
- (C) has to do with my answer - closeness, bonds, etc. I will leave it as a "maybe" as I cannot immediately strike it down.
- (D) Social judgment is never mentioned. Wrong.
- (E) It explicitly says that he does NOT feel superior to these people, or inferior, therefore making "class difference" an illogical choice.

And there you have it: **C is the answer because it is not wrong, while A, B, D, and E are objectively false.**

Notice that all of the wrong answers are reason why people might be shy - they're just not accurate accordingly to this particular passage.

The best thing about this strategy is that **it allows you to select answer choices that you don't even understand.**

## SECTION 2 CRITICAL READING

For instance, imagine facing this sentence completion problem:

Sandra is extremely \_\_\_\_\_; her bosses never have to worry about her being late.

- (A) Versatile
- (B) Charismatic
- (C) Beautiful
- (D) WORD YOU'VE NEVER HEARD OF
- (E) Combustible

Using strategy #1, it's clear that the right answer to this question is "not late" (again, stolen from the text using a minimum of thought). Since A, B, C, and E don't mean "not late," you can pick D, even if you have no clue whatsoever what it means!

**Used in tandem, these strategies will revolutionize your Critical Reading performance.**

Go grab a Critical Reading section and try coming up with your own answer to each question, then killing the answer choices that don't match it. If your score doesn't improve, then you'd be the first student I've ever taught whose score didn't.

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SECTION 3  
MATH

## SECTION 3 MATH

If you want higher math scores, you need to use my two most powerful math concepts:

1. **Always use the answers to your advantage.**
2. **Math is always easiest when you use real numbers.**

These concepts are extremely basic, and that's the whole idea - the simpler your strategy is, the more easy it is to employ. Let's take a closer look at both strategies to see how they can help you immediately.

### 1. USE THE ANSWERS WHENEVER POSSIBLE.

The SAT is a multiple-choice exam. Inherent in any multiple-choice exam is a beautiful advantage:

*The right answer to every single question is already provided for you.*

Sure, it might be surrounded by four wrong answers, but that doesn't change the fact that the right answer is staring you in the face. Even better, the wrong answers provided by the SAT provide invaluable clues that you can use to help solve each problem.

Here are four ways to start using the provided answers to your immediate advantage:

**A) Always look at answer “form” before doing any calculations.** Before you start doing any actual math, you should *always* look at the “form” that the answers take.

Do all the answers contain radicals? Are they all in ratio form? Do they all have pi in them? Are they all in exponent form? Do they contain variables within them? Are they all below 1? Negative? Is there a “this is not possible to deduce” option?

All of this information is *essential*. The form of the answers can provide insights into the proper way to solve each problem. Most importantly, taking a peak at the answer choices can prevent you from wasting time, and can give you a much better idea of what “Point B” looks like. For instance, if you know that every answer choice is in ratio format, you can start solving for a ratio rather than for a particular variable. If the answer choices are in “ $2^X$ ” format, you can find out how many times to multiply 2 by itself, rather than finding an actual number. From this point forward, *never* start to solve a problem without first looking at the answer choices provided (except, of course, in the case of open-response questions).

**B) Rather than doing any math yourself, try plugging in the answer choices.** Imagine that a question asks you: “what is one possible solution to the following equation?” You can either solve the equation yourself, or you can just steal the answer choices and plug them in until one works.

This strategy can get you incredibly far. If the question asks you what the *largest possible number* is that will work in a given situation, start with the largest answer choice provided and work your way down - the first answer that fits is correct (and vice versa for the smallest possible answer). If a question asks you “which number could be the median of this set,” line up all the other numbers from lowest to highest, plug in the answer choices, and see which one falls in the middle.

Using the provided answer choices as problem-solving tools is fast, flawless, and just plain *smart*. If you're always looking for opportunities to use this strategy, you'll always be aware of the times when it will help you.

It takes practice to use this strategy as effectively as possible, but you *always need to practice with this strategy in mind*.

## SECTION 3 MATH

**C) When you're stuck, look at the answers for clues.** If you have no clue how to solve a particular problem, look at the answers for help. Do half of them contain root 3? Then perhaps there's a 30/60/90 triangle you don't see yet. Are they all negative? Perhaps you forgot to take negative integers into account. Do they all contain the constant "k" within them? Then perhaps it's impossible to find "k," and you need to solve the problem without it.

**D) Use the answers to save time on calculations.** SAT *math* isn't particularly difficult - figuring out *what math you need to do* is tough. Once you've figured out what a problem is actually asking of you, the math is usually very straightforward. Once you've figured out what you need to do on each problem, take a quick peak at the answers and see if there are any shortcuts. For instance, if you know your answer is going to be odd, see if there's only one wrong answer. If you know that your answer is going to be greater than 25,000, see if the other answer choices are all puny (and one answer choice is massive). *Eliminating wrong answers can be very effective, and can save you a lot of time.*

Additionally, there are some problems that can *only* be solved by elimination and use of the existing answer choices. For instance, if a question asks you: "Which of the following graphs represents the following equation:  $Y=5X-4$ ?", you know that the graphed line will have a steep, positive slope and a Y intercept of negative 4. Just cross out the answer choices that don't match and you'll end up with the right answer.

I teach my students to *obsess* over the given answers on the math section. They're big, fat clues just waiting to be used by any student savvy enough to employ them.

As you practice more and more, you'll start to get a *feel* for which answers can be used, and which answers can't. No book can help you here - you need practice and instruction to tell the difference. I can promise you, however, that if you start to pay more attention to the answers, you'll start to solve problems that may have seemed impossible beforehand.

### 2. MATH IS EASIEST WITH REAL NUMBERS.

It's funny how obvious this fact is, but how rarely students think to put it into practice. Math problems are easy to solve when you have the right numbers in your hands - on the other hand, they're practically impossible to solve when you don't have any numbers in place. So how do you make sure you're always doing your math with real numbers?

*REFUSE to do math without them!*

This is easier said than done, but there are two key strategies that can help you out:

**A) If you don't need to know what something is worth, MAKE IT UP!** Making up numbers is, by far, the most powerful strategy you can use to improve your math score. For instance, let's say a problem asks you the following:

"What happens to the area of a circle when its radius is doubled?"

You have two options:

1. Do a bunch of algebra using variables and conceptual math (ugh)
2. Make up a radius and find out for yourself.

## SECTION 3 MATH

Let's say that my original circle has a radius of 1. That means its area will be  $\pi$ . If I double the radius, I'll have a radius of 2, and thus an area of  $4\pi$ . That means that "the area quadruples" is the answer. If it works for one number, it works for ALL numbers (if you don't believe me, try picking a different original and final radius and see if your result is different).

Every time you look at a problem, you should ask yourself the following:

*Is there an exact value for X?* X can be defined as "any element of the problem that could have a numerical value," from the number of students in a school to the side length of a triangle to the value of some variable, "n."

Some problems won't let you make up numbers. For instance, if a problem asks you "what the value of X is," you can't just make it up - it has a specific, defined value that needs to be discovered. However, if the problem says that "there are twice as many boys as girls in a school. What's the ratio of....." and you don't need to know exactly how many boys or girls there are, then why not have 20 boys and 10 girls? Now you can do real math!

Again, using this strategy takes practice. It's not just something you can hear and then use perfectly. However, if you know to *always look for numbers to make up*, and do so during all your practice sessions, you'll be able to use the strategy when it's most appropriate.

**B) If you need to do algebra with an unknown value, assign it a variable!** Algebra is amazing because it never lies. If you need to find a certain set value (i.e. if you're not allowed to make it up), and it hasn't been assigned a variable, give it one!

For instance, imagine that a certain interior angle of a triangle is unknown, but necessary to help you find another angle within a diagram. You could either stare at it longingly, or you could just label it "Y." Once you've given it a "placeholder," you'll be able to use that placeholder within algebraic equations, which will show you concrete and unfailing relative values between that placeholder and every other value within the diagram.

If a problem states that a girl reads two times as many Italian books as she does French books, and you need to find out how many of each she read, just say that she read X French books and 2X Italian books! Now you can do algebra with the problem, whereas before it was just a "floating" concept - an idea of math, but not actual math (remember - I don't consider it math unless you're using numbers or algebra).

At the end of the day, your mission is to create *tools which you can use to solve math the way it should be solved: with numbers and variables*. If you're stuck on a problem, it means you haven't figured out what math to do, and if you haven't figured out what math to do, it probably means that you don't have the numbers or variables necessary to create an algebraic equation.

**Start using both of these strategies TODAY, and use them on EVERY problem you solve.**

If you want to see these strategies used on real math problems, be sure to subscribe to my **free** newsletter via my website, [www.TestPrepAuthority.com](http://www.TestPrepAuthority.com), or to purchase by book, *Own The SAT*, at [www.OwnTheSAT.com](http://www.OwnTheSAT.com).

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SECTION 4  
WRITING



## SECTION 4 WRITING

If you want a better Writing score, you need excellent grammar. Fortunately, the grammatical concepts tested by the SAT are incredibly limited - you could learn most of them within a few hours. Go out and buy the Official Guide to the SAT or any other SAT textbook (I recommend Barron's and McGraw Hill) and check out the Writing section - it'll have everything you need to improve your material knowledge of English grammar.

Before I go on, I want to make something very clear:

**No matter how good your Writing strategy is, you'll never get a great score if you're not willing to "put in the work" and memorize all the necessary grammar facts.**

When I work with my students, I take a pretty "blunt force" approach to grammar rules. *Learn the facts, study them, and permanently memorize them.* This isn't glamorous or fun, but it's necessary. If you're not willing to put in the work, then no amount of strategy or positive thinking can help you.

Once you've decided to learn the proper grammar, however, there are three major strategies that you can always use to your advantage. Keep these in mind and put them into practice and you'll improve your score almost immediately.

### **1. On sentence improvement problems, compare answers and kill the wrong ones rather than selecting the right ones.**

Most students go into the sentence improvement section trying to "pick the right answer." This is an absolutely terrible strategy. It's very difficult to "prove that a sentence is grammatically correct," but it's insanely easy to prove that it's wrong - just find an error, no matter how tiny, and you're able to move on.

When you solve these problems, try this method:

**A) Go through and cross out all the errors that are blatantly wrong.** If one of the potential answer choices is "man for go to store he like coffee so buy he do much like fine!" then you don't need to dwell on it. Just cross it out so you have less junk to deal with.

**B) For all answers that survive the "total junk test" performed in step A, compare them, find differences, and kill the wrong difference.** For instance, if two answer choices are:

The team loves to go to the store, so when...

And

The team love to go to the store, so when...

The only difference between these sentences is "loves" vs. "love." Since "team" is singular, you need a singular verb here, so "loves" is right, and "love" is wrong. Cross out the second choice and move on.

**C) Continue this process until there's only one man standing.** Whatever answer you haven't proven wrong is the right answer. After all, if you've killed your four other choices because they contain errors, then how could the fifth choice possibly be wrong? The SAT doesn't have any typos - one of the beautiful parts of being a multi-million-dollar testing institution....

Does this seem deceptively easy? It is. Stop trying to find right answers and start killing wrong ones. Of course, to know what's wrong and right, you need to learn your grammar rules, but we've already discussed that....

## SECTION 4 WRITING

### 2. On “error ID” problems, something is wrong when you’re able to find a replacement for it.

If you’re a native English speaker, your grammar skills are more developed than you realize. Your brain is functioning with an incredibly sophisticated grammatical system at all times, and even though you say “like” from time to time and forget how to use “Josh and I” vs. “Me and Josh,” you still have a highly evolved concept of what sounds right and wrong.

Use your grammar instincts to your advantage.

When you read something that “sounds funny” on the error ID section, ask yourself this: “What would I replace this with?” Here’s the amazing thing:

*If something is actually wrong, you’ll be able to come up with a good replacement for it IMMEDIATELY. If it’s not wrong, you won’t.*

Most of my students are initially terrified of the error ID section because they think that it’s “ambiguous.” When things “sound wrong,” my students aren’t sure whether they actually are. As a result, they’re constantly juggling two equally terrifying options: pick something as wrong when it isn’t, or choose “no error” and ignore something that they find to be questionable.

There’s no need for this ambiguity. When something is wrong, you’ll be able to replace it instantly. For instance, in this sentence:

*Birds evolved off their dinosaur ancestors.*

You can quickly replace “evolved off” with “evolved from” to fix the sentence.

*Because he had been working all day, Josh is thirsty.*

Your grammar instincts will immediately perk up and replace “is thirsty” with “was thirsty” in order to match the correct tense.

**If you can instantly come up with a better version of an underlined portion, the underlined portion is wrong.** And by instantly, I do mean instantly. It will be automatic, because your brain’s grammar systems are automatic.

But what about a “weird” portion? For instance:

*“The pilot guided the plane right down to the runway.”*

That sounds a bit weird, but what would you replace it with? Anything? If you’re like 99.9999% of my students, nothing comes to mind. That’s because this is *somewhat uncommon, but not actually wrong*. When you’re tempted to pick an answer just because it “sounds weird,” stop yourself and see if there’s anything you could replace it with. If you don’t think of a better alternative right away, leave it alone.

Trust your instincts and use the “replacement trick” and you’ll instantly improve your accuracy on Error ID problems.

## SECTION 4 WRITING

3. **Don't read the passage in the "passage improvement" section, and use elimination and comparison to find the right answers.** The passage improvement section (the last 6 questions of each 35-question Writing section featuring the terrible/awkward passage with numbered sentences) is all about elimination. There's a beautiful aspect to the passage improvement section: you have two reasons to kill wrong answers:

1. Grammar errors.
2. Context errors.

Your strategy for these problems is exactly the same as it is for sentence improvement - look at the answer choices, kill the really terrible ones, and then compare the differences between them and cut the ones that are "more wrong" than their counterparts.

Because these passages are so flawed and ridiculous to begin with, you can save yourself time by skipping them and going straight to the questions. You're going to need to go back to the passage anyway, so why read it twice? When a question asks you to look at sentences 5-9, do it then, but don't read the passage up front - it's a total waste of time, and you'll get nothing from it.

**These three strategies, combined with rigorous grammar study, will improve your Writing score by at least 50 points almost instantly.**

Grab a practice test and try a full, 35-question writing section and see how they work for you, and from now on, be sure to keep them in mind whenever you're working on Writing. The more you put these strategies into practice, the less likely it is that you'll rely on old strategies and bad habits when you take your test.

**100 POINTS** *in* **100 MINUTES**

**SECTION 5**

**BRUTE FORCE: DIAGNOSTICS AND FLASHCARDS**

## SECTION 5 BRUTE FORCE: DIAGNOSTICS AND FLASHCARDS

The strategies provided throughout this guide should give you a solid framework for your future SAT performance. Using these simple strategies will help you to create a clearer, simpler, and more powerful framework for all the new knowledge that you pick up.

If you'd like further elaborations on any of these strategies, you can read my free newsletter at [TestPrepAuthority.com](http://TestPrepAuthority.com), buy my book, Own the SAT, at [OwnTheSAT.com](http://OwnTheSAT.com), or book me personally via [AnthonyJamesGreen.com](http://AnthonyJamesGreen.com).

Before we end, however, there's one more thing I'd like to mention: **your scores are a direct result of the effort you're willing to put into them.**

At the end of the day, *it does not matter how smart you are or how good your strategies are if you don't know the requisite material, and if you don't practice using your strategies consistently.*

To get a perfect or near-perfect SAT score, you must know:

1. All the required math formulas, facts, and figures
2. All the most common SAT vocabulary words
3. All the grammar rules and concepts tested by the SAT

If you don't know these things, no one can help you. If you want to learn them as quickly as possible, you need discipline and brute force.

**From this day forward, you should be making 10-20 new flashcards a day, EVERY DAY, with math facts, grammar concepts, and vocabulary words. You should review at least 20 of them every day.**

Furthermore, you should be putting them into practice through steady, rigorous study sessions using high quality SAT material (I recommend the Official College Board SAT Guide, Barron's SAT, and McGraw Hill's 12 Practice SATs). Make sure to apply your strategies as you learn your new material, and you'll be blown away by how quickly you progress.

My newsletter is full of tips on how to study most effectively using flashcard tricks, mnemonic devices, and more, but it all boils down to your commitment: if you work hard, you'll do well. If you don't take the time to burn these essential facts into your memory...good luck to you.

There's one more thing I need to discuss before we're finished:

### DIAGNOSTICS ARE EVERYTHING

Timed, realistic, full-length diagnostic tests are an *essential* element of your SAT prep program. If you're not used to taking the SAT for hours at a time, how do you expect to do it well during test day?

Full-length diagnostics provide you with:

1. **Goal tracking.** Only diagnostic exams allow you to see where you're currently scoring, where you're weak, and where you're strong. If you don't know where you're weak, you won't know where to focus most of your time and energy. This follows one of my major principles:

**Your greatest weaknesses represent your largest areas of potential improvement.**

## SECTION 5 BRUTE FORCE: DIAGNOSTICS AND FLASHCARDS

If you're scoring a 650 in Writing, a 650 in Reading, and a 500 in Math, almost ALL of your time should be devoted to Math. Furthermore, you should be using your each wrong answer within your diagnostics to pinpoint your weaknesses, figuring out precisely which areas of math you're worst at - Triangles? Functions? Algebra? Systematically identify, then kill, your biggest weaknesses and you'll start to see huge gains in almost no time.

2. **Realistic practice.** There's something to be said for "sitting power" - when you're used to taking the SAT for 4 hours at a time, you're used to taking the SAT for 4 hours at a time. If you never practice for more than 45 minutes, then go into a full-length test...ouch. You only get good at doing something by doing it. Furthermore, only full-length, TIMED SATs will give you an accurate idea of your **timing** and your "**slouch points**."
3. **Insights. Your SAT score is a function of both ACCURACY and TIMING.** If you can solve everything correctly, but you only reach 2/3rds of the questions before time runs out, you're going to get a bad score. Taking full-length tests teaches you where you need to speed up, and gives you insights into improving your speed across each section (which sorts of questions to skip, which sorts of passages not to read in full, etc.).

If at all possible, I would aim to take **TEN** full-length, timed SATs between the time that you start studying and the time that you take your actual exam. I would use The Official College Board guide, as it contains real tests with real grading rubrics - only this book will give you a hyper-accurate concept of where you're scoring and why.

There's no "silver bullet" when it comes to SAT scores, but with hard work, proper tracking, and the right strategies, you can achieve incredible things. I encourage you to *act upon the information within this guide*. Many times, solid advice is agreed with, then forgotten in the shuffle of the busy high school life. I'd encourage you to grab some practice materials and apply these strategies immediately.

**Once you've used these strategies for a few days across all three sections, take another diagnostic test.** Compare your new results with your most recent prior results. I think you'll be pleasantly surprised.

**100 POINTS** *in* **100 MINUTES**

SECTION 6

**CONCLUSION / ABOUT THE AUTHOR**

## SECTION 6 CONCLUSION / ABOUT THE AUTHOR



I've devoted my entire professional life to helping students with their test prep. The guide you just read is a boiled-down version of some of the most important and quick-to-implement strategies in my arsenal. I hope that you put it to use, and that it helps you to achieve the scores you're looking for.

In my career, I've personally trained over 300 students in the SAT, with an average score improvement of over 350 points. I've trained over 100 SAT tutors in my methods, and my curriculum has been taught to thousands of students worldwide via the tutors in my network, schools, and community centers. I know what works and what doesn't, and I've spent thousands of hours perfecting and altering my methods from in-the-field application.

My website, [TestPrepAuthority.com](http://TestPrepAuthority.com), has thousands of parent and student subscribers, and provides users with free test prep advice, articles, software downloads, and more. I'm the author of [Own The SAT](#), [The Perfect 12 Manual for the SAT Essay](#), and [How to Take a Standardized Test](#), as well as the creator of Vivid Vocab!, an online SAT vocabulary software module. An NYC publication recently called me "the best SAT tutor in New York," and CBS News Online has called me "the most talked-about, most recommended SAT tutor in America."

My schedule is tight, but if you'd like to book me as your SAT tutor, you can learn more about the process at [AnthonyJamesGreen.com](http://AnthonyJamesGreen.com), where you can download more of my free guides, join my mailing list, and reserve a spot in my calendar. I work with all over the world via online software, and locally in my offices in downtown Manhattan. The further in advance you attempt to book me, the more likely it will be that I'll have time to work with you!

Again, thank you for taking the time to read my guide. I wish you the best of luck in your studies, and nothing but success as you continue the college journey.

Best Wishes,

– **Anthony-James Green**