

SAT-9* PREPARATION AND PRACTICE WORKBOOK



& TEN DAYS TO THE SAT-9

GLENCOE LANGUAGE ARTS GRADE 10

**Test-Taking Strategies to Help
Students Succeed!**

*Stanford Achievement Test, 9th edition



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Introduction to the Stanford 9

What is the Stanford 9?

The Stanford 9 (also called the SAT-9) is an assessment test designed to find out what you have learned in school so far. Students from all over the country take the SAT-9.

Why do I have to read this booklet?

This booklet was created to prepare you for the SAT-9. It is an interactive, helpful guide to each portion of the test.

Does the SAT-9 measure how smart I am?

No, definitely not. The SAT-9 assesses how well you can utilize the skills you've learned in class. Like anything else in life, the more you practice for the SAT-9, the better you will score.

Can I study for the SAT-9?

Cramming for the SAT-9 will not help you get a higher score. However, you can review the types of questions you will see on the test, and you can practice some simple test-taking techniques and tips for doing your best.

What is this booklet?

This booklet is a step-by-step tool designed to prepare you for the SAT-9. It includes practice exercises to complete throughout the school year, a full-length Abbreviated Practice Test, and test-taking strategies developed specifically for the SAT-9. To do as well as you can on the SAT-9, you'll need to complete each set of exercises, take the Practice Test, and study the test-taking tips and strategies.

Will this booklet really help me?

Yes, it will. This booklet will acquaint you with the types of questions you'll see on the real SAT-9. You are less likely to "freak out" on the day of the test if you have practiced taking the test beforehand. If you are not nervous on the day of the test, you will be less likely to make careless mistakes.

Will I get a higher score on the SAT-9 if I complete this booklet?

Completing this booklet will certainly not hurt your chances of getting a better score. To really improve your score, though, you'll have to put some effort into it. Pay close attention to the test-taking tips, and always ask your teacher when you don't understand something.

Preparing for the SAT-9

As you practice for the SAT-9 throughout the school year, try to do each of the following:

- **Complete this booklet.** Complete the practice exercises throughout the year, complete the Practice Test under simulated test conditions, and learn the test-taking tips and techniques.
- **Practice the questions** and sections that give you the most trouble. Get comfortable using test-taking techniques to answer difficult questions.



- **Practice completing some SAT-9 exercises under timed conditions.** The SAT-9 is a timed test, although different versions of the test have different time limits.
- **Wear a watch** to keep track of how fast or slow you're working.
- **Take the Practice Test seriously.** This is your chance to confront the SAT-9 without the pressure of the real test. You'll be able to evaluate your test-taking strengths and weaknesses and change your habits before the day of the real test.
- **Learn from your mistakes.** This booklet includes extra practice. Think about your weakest areas in advance, and make sure to allot extra study time for strengthening your weaknesses.
- **Don't be afraid to ask questions.** Ask your teacher if you don't understand why an answer is wrong.



- **Read books that challenge you.** When you come across words you don't understand, look them up in a dictionary.
- **Carry note cards with you.** Whenever you hear a word that is new to you, jot it down and look it up. This test has a strong emphasis on reading comprehension and vocabulary.
- **Practice using word parts to figure out words.** You can often figure out the meaning of a word by concentrating on its root, prefix, or suffix.
- **Eliminate wrong answers.** If you don't know the answer to a question, eliminate as many answers as you can, then guess! Generally, it is better to guess than to leave a question blank.



- **Practice good study habits.** Eat a good breakfast every morning, because your brain doesn't like to grow on an empty stomach. Also, take short breaks when you study to keep your mind refreshed.
- **Don't try to prepare for the whole test at once.** You will learn more if you only study one section of the test at a time. Focus on the parts of the test that cause you the most trouble.

Five Tips for Completing the Practice Exercises

There are several important strategies and techniques that will help you to do your best on the SAT-9. We will work through each technique in detail in *Ten Days to the SAT-9*.

In the meantime, keep these five tips in mind as you complete the practice exercises:



Tip No. 1: Pay attention to the Directions and Samples

Directions. Read the directions carefully when you begin each test section. The directions tell you how to answer the type of question that appears on each section of the test. Always make sure you understand the directions before starting a new section.

Sample Questions. The sample questions show how the questions will look on each part of the test. On the real test, a sample will appear before each new section of the test. Don't waste time choosing the right answer on the sample questions. Just review them to get the "look and feel" of each test section.



Tip No. 2: Read the questions and answer choices slowly and carefully

If you read carelessly, you may misunderstand a question or answer choice and pick a wrong answer.

It is especially important to read all of the answer choices, even if you think one of the first choices is correct! Sometimes you will find a better answer as you read on.



Tip No. 3: Eliminate wrong answer choices first

Process of Elimination (POE). Sometimes, you will not know the answer to a question. In these cases, you should try to get rid of as many wrong answers as you can. Even if you can only rule out one or two answers, your chances of guessing correctly will increase.

For example, let's use POE to find the answer to the question below.



Something that is extensive is —

- A tiresome
- B defensive
- C thorough
- D irritating

Look at the underlined word. Do you know what it means? If not, here's what you should do:


1. Decide if there are any parts of the word that you can define or recognize as parts of other words. In this case, you may know the prefix "ex-" from the words *extra* or *extend*. Keep those words in mind as you look at all of the answer choices.

2. Look at answer choice (A). Does *tiresome* have anything in common with *extra* or *extend*? No. *Tiresome* means “boring.” Get rid of this answer.
3. Look at answer choice (B). Does *defensive* have anything in common with *extra* or *extend*? No. *Defensive* means *protective*. Eliminate answer (B).
4. Look at answer choice (C). Does *thorough* have anything in common with *extra* and *extend*? Yes! If you do a *thorough* search for something, it means that you’ve looked everywhere—even in “extra” places other people may not have thought to look. Keep answer choice (C).
5. Now look at answer choice (D). Does *irritating* have anything in common with *extra* and *extend*? No. *Irritating* means “annoying.” Get rid of this answer.
6. By thinking about what you know about part of the underlined word, you’ve determined that answer (C) is your best answer choice.



Tip No. 4: If you don’t know an answer, guess!

You will not be penalized for guessing on the SAT-9. Eliminate as many wrong answers as you can, then guess. Even if you cannot eliminate any answers, you still have a 25% chance of guessing the right answer.



Tip No. 5: Don’t spend too much time on one question

The SAT-9 is a timed test, so you have to pace yourself. Try to answer as many of the questions as you can without being careless.

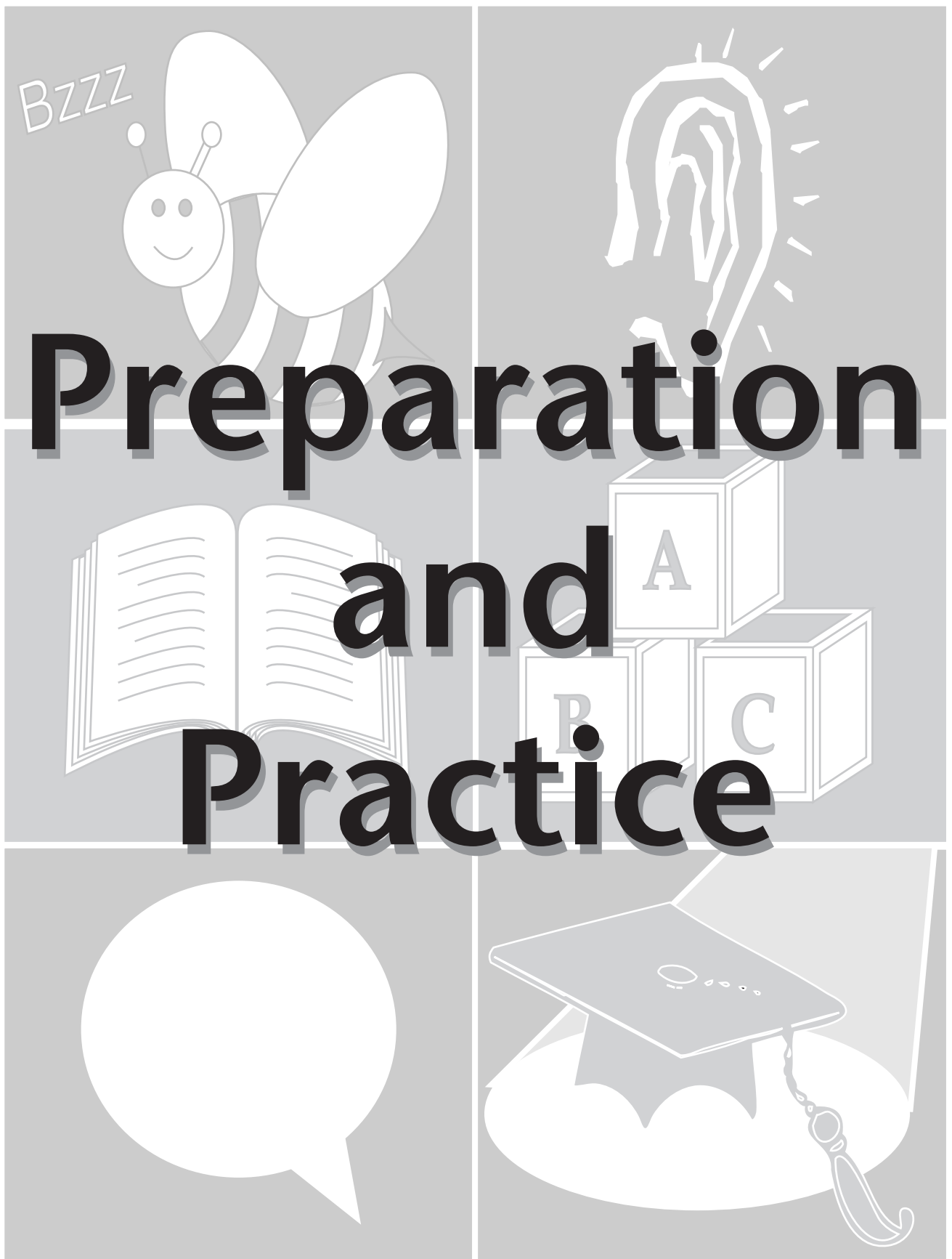
Here are some tips to help you pace yourself:

- Think only about the question you are working on at any given time.
- Read each question once slowly and carefully to make sure that you understand it.
- Try to eliminate answers you know are wrong. If you can only eliminate one answer, take your best guess and move on. You can always come back to it later if you have time.
- Try not to read a question more than twice.

Don’t be fooled!

Some wrong answer choices are included just to confuse you! These answer choices are called *distractors*. If you had not been careful in the question above, you might have been tricked into choosing wrong answer (B) just because the word *defensive* ends in “-ensive” just like the word *extensive*.

Watch out for distractors!



DIRECTIONS

Mark the answer of the word that means the same as the underlined word.

- 1 A shrewd person is —
A knowledgeable
B clever
C fair
D tasteful
- 2 To degenerate is to —
F humiliate
G smell
H degrade
J crave
- 3 If something is grueling, it is —
A remote
B reasonable
C difficult
D typical
- 4 To pacify is to —
F soothe
G arrange
H enlarge
J analyze
- 5 To appall is to —
A appeal
B praise
C horrify
D estimate

DIRECTIONS

Read the sentence in the box. Mark the answer of the sentence in which the underlined word is used in the same way as in the sentence.

- 6 It will take me an hour to find a tie to match this shirt.
In which of the following does match mean the same thing as in the sentence above?
F I lighted a match in the darkness.
G I saw a belt that will match your shoes perfectly.
H I'll match wits with him any time.
J My wife and I form a perfect match.
- 7 In the new piece, the composer attempted to fuse two different kinds of music.
In which of the following does fuse mean the same thing as in the sentence above?
A Tonight's dinner will fuse French and Chinese cooking styles.
B When the lights went out, we had to replace the fuse.
C He has a short fuse, so he gets angry easily.
D The scientist lit the fuse on the experimental rocket.

**8**

A palace guard must stand at attention without moving.

In which of the following does stand mean the same thing as in the sentence above?

- F We stopped to rest in the shade of a stand of trees.
- G Every day, the children stand in the lunch line.
- H Jay set up a lemonade stand on Saturday afternoon.
- J The soldiers made a stand at the river.

9

The dancers moved with abandon.

In which of the following does abandon mean the same thing as in the sentence above?

- A The sailors had to abandon the ship.
- B The rock star played the guitar with abandon.
- C We were forced to abandon the entire idea.
- D If there is a fire, we must abandon the building.

DIRECTIONS

Read each sentence. For each question, mark the answer of the word that means the same, or almost the same, as the underlined word.

10

Sue knew that Carl was often dilatory, so she didn't fret about being on time for their meeting. What does dilatory mean?

- F Hardworking
- G Fearful
- H Careful
- J Tardy

11

The storm proved benign and caused little damage. What does benign mean?

- A Devastating
- B Mild
- C Hot
- D Secret

12

Inez listened very carefully because the instructions provided indispensable information. What does indispensable mean?

- F Timeless
- G Important
- H Elegant
- J Sensible

13

Since the burglar could not have worked alone, police searched for his conspirator. What does conspirator mean?

- A Partner
- B Strategy
- C Transportation
- D Automobile



DIRECTIONS

Read the passage before reading the questions about the passage. Mark the best answer for each question.

The Mighty Forces of Nature

On the evening of April 17, 1906, Alice Fox said good night to the 125 orphans in her care, locked the doors of the orphanage, closed all of the shades, and went to bed. Another day at the Maria Kip Orphanage was over and all was well. Fox pulled the covers up to her chin and reveled in the quiet hush of the place. Nighttime was the only time she experienced quiet. She closed her eyes and fell into a peaceful sleep.

Fox's dreams were quite literally shattered at 5:13 A.M. the next morning. She awoke to walls caving in around her, glass smashing, earth shaking, and the sounds of the children screaming. The Great Earthquake of 1906 had just rocked the city of San Francisco. Fox flew into action. She assembled her staff and they ran from room to room, comforting and protecting their charges.

They moved the children through the completely demolished interior of the house and managed to get everyone outside. She even salvaged enough clothing for the children to wear. Thinking quickly, Fox gathered the children and put them on a ferry that took them to safety across the San Francisco Bay. She accomplished all of this without one child being injured or lost.

Fox is just one of the many heroes of the Great Earthquake of 1906. This horrible natural disaster took the lives of more than 3,000 people, caused buildings to collapse, and started a raging inferno that blazed for four days. The city lost all power, and all telephone and telegraph communications were cut off.

Three hours after the first shock, a major aftershock struck. This wreaked further havoc on the residents who had escaped injury or death during the initial quake. It also caused the few buildings that had remained intact to crumble. The mayor of San Francisco called upon the United States Army to restore order and help fight the fires throughout the city.

Troops arrived from across the country to protect the city and its residents from looters and others seeking to profit from the chaos. The mayor even issued a "shoot to kill" order to discourage scoundrels from stealing. Soldiers also organized and built tent cities for refugees. In addition, the crew of the *USS Chicago* accomplished one of the largest evacuations by sea, carrying 20,000 refugees to safety.

A fire called the Great Fire resulted from the earthquake. This fire took the lives of many, especially in the tenement housing in the poorer parts of the city. The fire spread at such an alarming rate that most of San Francisco was engulfed in flames before firefighters could begin to make their way through the crumbled streets to tackle the blazes.

Finally, after almost 100 horrific hours, the fire was contained and doused. The governor of California announced on April 23, 1906, "The work of rebuilding San Francisco has commenced, and I expect to see the great metropolis replaced on a much grander scale."



- 1** Why does the author include the story about Alice Fox?
- A To tell readers all about her life and work
 - B To personalize a historical event
 - C To expose the dangers of orphanage life at the turn of the century
 - D To explain how an earthquake is caused
- 2** What is the writer's attitude toward Alice Fox?
- F Ambivalent
 - G Envious
 - H Respectful
 - J Fearful
- 3** The passage mentions all of the following actions taken in response to the earthquake *except* —
- A the arrival of troops from other states
 - B the mayor's issue of a "shoot to kill" order
 - C the organization of a soup kitchen
 - D the building of a tent city
- 4** From the information in this passage, we can conclude that —
- F Alice Fox saved more lives than any other hero of the earthquake
 - G the Great Fire was the largest fire ever
 - H troops were forced to shoot people in order to prevent looting
 - J fewer lives were lost in wealthy areas of the city than in poor areas
- 5** How did Alice Fox secure the safety of the children in her care?
- A She hid them under the cellar stairs.
 - B She threw them from the windows to waiting firefighters.
 - C She sailed them across the water.
 - D She evacuated them to a tent city.
- 6** Approximately how long did the Great Fire last?
- F 12 hours
 - G 24 hours
 - H 72 hours
 - J 100 hours
- 7** What was the *USS Chicago*?
- A A city
 - B A ship
 - C A troop of soldiers
 - D A train
- 8** Which paragraph should you read to learn what actions the government took in response to the earthquake and fire?
- F 1
 - G 4
 - H 6
 - J 8
- 9** In the second paragraph, the word *charges* means —
- A money
 - B children
 - C teachers
 - D victims



DIRECTIONS

Read each sentence. It is possible that an underlined word will be spelled incorrectly. If you discover a mistake, mark the answer of the sentence with the mistake. If you find no mistake, choose *No mistake*.

- 1 A Quincy took the complaints seriously.
B Manny followed the policies of his predecesors.
C After the fire, the scene was chaotic.
D No mistake
- 2 F They were assiduous in following the directions.
G The dish was covered with microorganisms.
H The profit saw into the future.
J No mistake
- 3 A George was elected to the student counsel.
B Ursula always writes in complete sentences.
C Iris emerged from the accident unscathed.
D No mistake
- 4 F The group was suspicious of outsiders.
G Will managed to eke out a living on the small plot of land.
H All of the students liked the way that Mr. Suarez taut the class.
J No mistake
- 5 A The audience admired the retoric in Kate's speech.
B Nancy's movements were slow and deliberate.
C Mr. Stanton began to collect a pension when he retired.
D No mistake
- 6 F Carrie told an amusing anecdote about her grandmother.
G The manner of the poem was conersational.
H The sunlight passed through a prism.
J No mistake
- 7 A There were three distinct factors involved in the decision.
B John tore a page from the calender.
C The villain wore a black hat and a cape.
D No mistake
- 8 F We tried to calm him, but he was histerical.
G I am inclined to agree with Harry.
H We were there at the same time, but it was just a coincidence.
J No mistake
- 9 A The illness left him wracked with pain.
B We searched the arcives for the information.
C The concerned citizens formed a committee.
D No mistake



- 10** F The student received a small stypend for his efforts.
G The cars accelerated from the starting line.
H The heroine of the story was a nine-year-old girl.
J No mistake
- 11** A After years of hard work, Clara reached the pinnacle of her profession.
B He wrote about his childhood in his memoir.
C I thought the movie was too wierd.
D No mistake
- 12** F Sarah told funny storys about her vacation.
G Sal visits his sister occasionally.
H Mystery novels are my favorites.
J No mistake
- 13** A The fish were biting early this morning.
B His actions were open to many interperetations.
C The group objected to violence on television.
D No mistake
- 14** F He spoke eloquently about his work.
G The museum showed the paintings in chronological order.
H We opend the box this morning.
J No mistake
- 15** A The magician made a rabbit disappeaer.
B The scholar said that the coin was genuine.
C The peasants lived near the castle.
D No mistake
- 16** F If you need advice, you should ask Cleon.
G Dr. Andrews is a great healer.
H Lester was impressed with her great inteligence.
J No mistake
- 17** A Mrs. Clanton rented rooms to boarders.
B The ten-mile hike tested the mettle of the scouts.
C The hunters examined the trees for a sign of movement.
D No mistake
- 18** F As Kelly practiced, her technique improved.
G The picture was skued to the left.
H The new manager suggested radical changes.
J No mistake
- 19** A He kept the details of his personnel life to himself.
B The conclusion was obvious when we saw all the information.
C A new millennium comes every thousand years.
D No mistake



DIRECTIONS

Read each sentence. There might be a mistake in the underlined portion of the sentence. The mistake may be in punctuation, capitalization, word usage, or a combination of these. If you discover a mistake, choose the answer that best corrects the mistake. If you find no mistake, choose *Correct as is*.

- 1 Richards explanations are always difficult to believe.
 - A Richard's explanation's are
 - B Richards explanations were
 - C Richard's explanations are
 - D Correct as is
- 2 I prefer Classical Music to any other kind.
 - F Classical music
 - G classical Music
 - H classical music
 - J Correct as is
- 3 On account of he was so tall, Jim stood in the back of the group.
 - A On account of he was so tall Jim
 - B Because he was so tall, Jim
 - C Because he was so tall Jim
 - D Correct as is
- 4 Dewayne and Tonya were among the winners.
 - F Dewayne and Tonya was
 - G Dewayne, and Tonya were
 - H Dewayne and Tonya, were
 - J Correct as is

- 5 He made a short speech and accepted the award humble.

- A accepts the award humble.
- B accepts the award humbly.
- C accepted the award humbly.
- D Correct as is

- 6 The space shuttle Atlantis which is more than a decade old, continues to be of use.

- F Atlantis, which is more than a decade old continues
- G Atlantis which is more than a decade old continues
- H Atlantis, which is more than a decade old, continues
- J Correct as is

DIRECTIONS

Study the sentence in the box for an error in sentence structure. Mark the answer of the best way to rewrite the sentence, or mark *Correct as is* if the sentence is correct.

- 7 **We worked for a long time, finished the report eventually.**

- A We worked for a long time and eventually finished the report.
- B Eventually we finished the report after we worked for a long time.
- C The report eventually we finished after we worked for a long time.
- D Correct as is

**8**

She planted the flowers in the backyard, watered them every day.

- F She plants the flowers in the backyard, watered them every day.
- G She planted the flowers in the backyard and watered them every day.
- H She was planting the flowers in the backyard, and watered them every day.
- J Correct as is

9

Keisha, everyone in the room cheered, when she finished her dance.

- A Keisha when she finished her dance, everyone in the room cheered.
- B When Keisha finished her dance, everyone in the room cheered.
- C Keisha finished her dance, everyone in the room cheered.
- D Correct as is

DIRECTIONS

Read the paragraph and the questions that follow. Mark the best answer for each question.

Paragraph 1

We'll meet the group at 5:00 P.M. on Friday. We'll meet them by the front entrance to the school. The bus to Washington, D.C. will leave at 5:30 P.M. sharp, so it is important to be on time. The trip will take about three hours, so you should bring a snack to eat on the bus. The weather report predicts that it will be cold in Washington, D.C. this weekend; be sure to bring warm clothing.

10

Which of these is the *best* way to combine the first two sentences?

- F We'll meet the group at 5:00 P.M. by the front entrance to the school Friday.
- G We'll meet the group at 5:00 P.M. on Friday we'll meet them by the front entrance to the school.
- H We'll meet the group by the front entrance to the school at 5:00 P.M. on Friday.
- D By the front entrance to the school is where we'll meet the group at 5:00 P.M. on Friday.

11

Which is the *best* word to replace the underlined word in the paragraph?

- A handsome
- B exactly
- C pointed
- D witty



DIRECTIONS

Read each question and mark the best answer.

- 1 To find the proper way to hyphenate a word at the end of a line of text, you would use —
 - A a dictionary
 - B a thesaurus
 - C an encyclopedia
 - D an almanac

- 2 Which of the following is *most likely* to contain the address of a hardware store?
 - F A dictionary
 - G A newspaper
 - H A telephone directory
 - J An atlas

- 3 Knowing which of the following would be *least* useful in finding a book in a library's catalog system?
 - A The name of the author of the book
 - B The subject of the book
 - C The length of the book
 - D The title of the book

- 4 What is the best place to look for magazine articles about the city of Los Angeles?
 - F An almanac
 - G *Books in Print*
 - H An atlas
 - J *The Readers' Guide to Periodical Literature*

- 5 Below are guide words from a page in a dictionary.

pity — placeless

Which of these words would be found on this page?

- A placate
- B pitiless
- C placid
- D piston

- 6 Below are guide words from a page in a dictionary.

salute — sample

Which of these words would be found on this page?

- F sandbar
- G salve
- H salivate
- J sandal

The following is the Table of Contents and Index from a science book. Use the Table of Contents and Index to answer questions 7–11.

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- 7 In which chapter would you find information about protons?
- A Chapter 1
B Chapter 2
C Chapter 3
D Chapter 4
- 8 Which of the following pages does *not* contain information about the periodic table?
- F Page 6
G Page 13
H Page 21
J Page 28
- 9 Which two chapters contain information about boiling point?
- A Chapter 1 and Chapter 2
B Chapter 2 and Chapter 3
C Chapter 3 and Chapter 4
D Chapter 4 and Chapter 5
- 10 Which of the following laws does *not* deal with gases?
- F Boyle's Law
G Charles' Law
H Dalton's Law
J Hund's Law
- 11 Which of the following is *not* an acid definition?
- A Arrhenius
B Bohr
C Bronsted-Lowry
D Lewis

DIRECTIONS

Read each passage and the questions that follow. Mark the best answer for each question.

Samuel Taylor Coleridge

Simon's assignment for English class is to write a report about a poet. *The Rime of the Ancient Mariner* is Simon's favorite poem, so he has decided to write about the poem's author, Samuel Taylor Coleridge.

- | | |
|---|---|
| <p>1 Where should Simon look to find any recent magazine articles about Samuel Taylor Coleridge?</p> <p>A The <i>Readers' Guide to Periodical Literature</i></p> <p>B An encyclopedia</p> <p>C A dictionary</p> <p>D A daily newspaper</p> | <p>2 Which of these would be the <i>least</i> important item for Simon to try to include in his report?</p> <p>F The place where Coleridge lived</p> <p>G The titles of some of Coleridge's poems</p> <p>H The foods Coleridge liked to eat</p> <p>J The time when Coleridge lived</p> |
|---|---|

DIRECTIONS

Read each sentence and look at the underlined words. It is possible that one of the underlined words is misspelled. If there is a mistake, mark the answer choice of the underlined word that is misspelled. If there is no mistake, mark *No mistake*.

- 3** We visited the tropical rain forrest. No mistake.
A B C D
- 4** The subject of the artical was an arrogant person. No mistake.
F G H J
- 5** Tim's story gave an altared version of the events. No mistake.
A B C D
- 6** Petra was amazed when she saw the spectacular painting. No mistake.
F G H J

A rough draft of Simon's report is below. Use the rough draft to answer questions 7 and 8.

The Life of Samuel Taylor Coleridge

Samuel Taylor Coleridge was one of the greatest poets in the
(1) English language. He wrote during the Romantic period of English
(2) literature, which took place in the late 1700s and early 1800s.

His most famous poems are *The Rime of the Ancient Mariner* and
(3) *Kubla Khan*.

Samuel Taylor Coleridge was born in England in 1772. He was an
(4) imaginative child who kept to himself. Rather than play with other
(5) children, he preferred books. He began writing poetry as a
(6) teenager. A sonnet is a poem that is fourteen lines long. He went
(7) to college in Cambridge.
(8) (9)

Coleridge did his best work when he was a young man. His
(10) greatest poems were all written in one year, when he was only
(11) twenty-six years old. During this "wonder year," he wrote *The*
(12) *Rime of the Ancient Mariner*, *Christabel*, and *Kubla Khan*. These
(13) three poems, are among the best ever written in English.

Coleridge continued to write fine poetry in later years, but
(14) it was not the equal of his earlier work. He died in the summer
(15) of 1834.

7 Which sentence does *not* fit in the report?

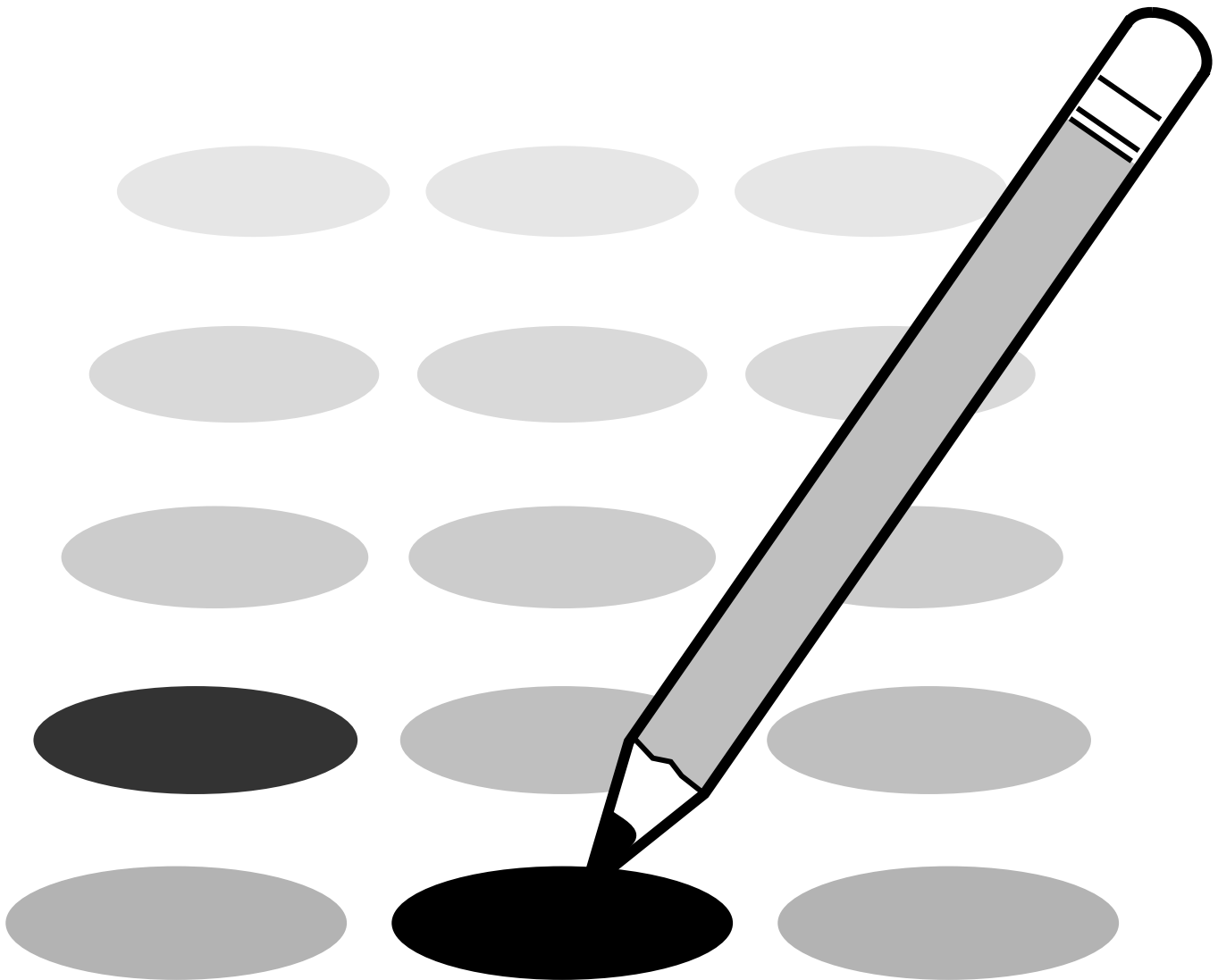
- A 5
- B 8
- C 10
- D 13

8 Which of the following would be the *best* way to begin sentence 11?

- F Nevertheless,
- G Despite this,
- H In fact,
- J But still,

Practice Test

- ✓ Pay attention to the directions and sample questions.
- ✓ Read the questions and answer choices slowly and carefully.
- ✓ Eliminate wrong answer choices first.
- ✓ If you don't know an answer, guess!
- ✓ Don't spend too much time on one question.





DIRECTIONS

Mark the answer of the word or words that means the same, or almost the same, as the underlined word.

SAMPLE

To surround is to —

- A circle
- B enter
- C peel
- D straighten

1 To mutate is to —

- A surprise
- B understand
- C modify
- D supply

2 A person who is ardent is —

- F forceful
- G independent
- H flirtatious
- J joyful

3 A person who is amicable is —

- A amused
- B agreeable
- C just
- D practical

4 To ignite is to —

- F start
- G repress
- H soak
- J purchase

5 Rueful means —

- A kind-hearted
- B rude
- C sorrowful
- D excited

6 Clergy is related to —

- F education
- G agriculture
- H religion
- J law

7 To debase a thing is to —

- A mistake it
- B corrupt it
- C endure it
- D mention it

8 To presume is to —

- F worry
- G witness
- H make-believe
- J conclude

9 A person who is ambivalent is —

- A needy
- B aloof
- C conflicted
- D respected

10 To accumulate is to —

- F mimic
- G gather
- H waste
- J frighten

DIRECTIONS

Read the sentence in the box. Mark the answer of the sentence in which the underlined word is used in the same way as in the sentence.

SAMPLE

I worked on the project for months.

In which of the following does project mean the same thing as in the sentence above?

- A An actor must project his voice.
- B We can project the film on the front wall of the auditorium.
- C Based on our research, we can project a large profit next month.
- D John was the most organized, so he was made head of the project.

11

The author was able to thread several subplots into her novels.

In which of the following does thread mean the same thing as in the sentence above?

- A The tailor could not thread the needle.
- B The painter tried too hard to thread reality and fantasy into his paintings.
- C The sheets are made with soft thread.
- D It is too difficult to follow the thread of such a long play.

12

Lately, he has been committing too much time to work.

In which of the following does committing mean the same thing as in the sentence above?

- F Committing him to the treatment center probably saved his life.
- G Sometimes people have a hard time committing to a relationship.
- H The environmentalists had no trouble committing to their cause.
- J Margaret's parents are used to committing funds to charity.

13

Make sure to seal the plastic container so the food stays fresh.

In which of the following does seal mean the same thing as in the sentence above?

- A I forgot to seal the envelopes.
- B The partners decided to seal the deal with a handshake.
- C The trainer taught the seal to recognize her signals.
- D If the document doesn't have the president's seal, it isn't valid.

14

The pianist composed her first symphony at the age of fifteen.

In which of the following does composed mean the same thing as in the sentence above?

- F The woman remained composed when the police told her the news.
- G The rock is composed of quartz.
- H The boy composed a letter to his parents every day.
- J The cook composed himself quickly after realizing the dinner burned.



- 15 He found the eagle's nest at the very tip of the tree.

In which of the following does tip mean the same thing as in the sentence above?

- A The service was so good that Mr. Garcia decided to leave a hefty tip.
- B The detective received the tip from an anonymous source.
- C Beth tried not to tip the teacup as she walked across the crowded room.
- D The tip of my pencil is too sharp.

DIRECTIONS

Read each sentence. For each question, mark the answer of the word that means the same, or almost the same, as the underlined word.

SAMPLE

Mrs. Carlton chided her son for eating too quickly. What does chided mean?

- A Congratulated
- B Loved
- C Scolded
- D Tempted

- 16 I had to be discreet when I spoke to him, so I waited until we were alone. What does discreet mean?

- F Rude
- G Noisy
- H Mobile
- J Careful

- 17 Because she denied popular beliefs, Joan of Arc was called a heretic. What does heretic mean?

- A Nonbeliever
- B Woman
- C Criminal
- D Judge

- 18 After weeks of heavy rainfall, the town was flooded with copious amounts of water. What does copious mean?

- F Minimal
- G Abundant
- H Unnecessary
- J Contemptible

- 19 Maggie thought her friend was being pretentious when he refused to wear clothes from unknown designers. What does pretentious mean?

- A Snobby
- B Cheap
- C Worldly
- D Helpful

- 20 Mr. Purdue thought the young artist's work was base and needed to be more sophisticated and refined. What does base mean?

- F Elevated
- G Expensive
- H Colorful
- J Crude



DIRECTIONS

Read each passage before reading the questions about the passage. Mark the best answer for each question.

SAMPLE

An Evening of Fishing

Sergei cast his fishing line over the side of the boat. The moon had risen, but it was covered behind the clouds. Then all of sudden the moon's light broke through and the entire sky was lit up. Sergei could see for some distance. The fish started to bite. Sergei pulled in the lines and found medium-sized walleye on the hooks. He would soon catch enough fish to cook a feast.

Sergei cast his fishing line to —

- A try to catch fish
- B make room on the boat
- C throw away the fishing line
- D show his frustration

The outline below describes the passage.

I. The moonlight is blocked by clouds

II.

III. Sergei pulls up fishing lines

Which of the following belongs on line II?

- F The fish started to bite.
- G Sergei casts off a fishing line.
- H He would soon have enough fish.
- J Sergei finds medium-sized walleye.



Maya Angelou: Ground Breaker for African Americans and Women

In January 1993, as the nation listened in rapt attention, author, poet, actress, playwright, and historian Maya Angelou read her poem, *On the Pulse of Morning*, at President Bill Clinton's inauguration. Before this moment, some had never heard of her or experienced the pleasure of hearing her strong, rhythmic, passionate voice speak words of universal truth. Angelou once again had broken new ground, as a woman and as an African American.

Angelou was born as Marguerite Johnson on April 4, 1928, and was raised by her grandmother in segregated Arkansas. She experienced the pain and heartache of racism, but overcame many obstacles to achieve success. After graduating from high school in San Francisco, California, where she moved with her mother, she took a series of different jobs including waitress, cook, actress, and singer. Eventually she moved to Cairo, where she was the editor of the only English-language newspaper in the Middle East, *The Arab Observer*. She also taught at the University of Ghana.

Angelou was one of the first African American women to write a best-selling book. Her novel, *I Know Why the Caged Bird Sings*, was published in 1970 and was a huge success. In virtually all of her writings, Angelou celebrates women and presents female characters as strong and smart, providing excellent role models for all women. Other works include *Gather Together in My Name*, *Singin' and Swingin' and Gettin' Merry Like Christmas*, *And Still I Rise*, and *Phenomenal Woman*.

In addition to her literary accomplishments, Angelou, a civil rights activist, was asked by Dr. Martin Luther King, Jr. to be a coordinator for the Southern Christian Leadership Conference in the 1960s. Also, since 1981 she has held the position of Reynolds Professor of American Studies at Wake Forest University. Angelou is fluent in several languages, including Italian, French, Spanish, and West African Fanti.

Breaking new ground for African American women in the film industry, Angelou has written scripts and directed movies, including *Georgia Georgia* in 1972, the first screenplay written by a black woman. She has made many television appearances and has produced award-winning documentaries, including *Afro-Americans in the Arts*. She was highly commended for her performance in Alex Haley's *Roots*.

"The honorary duty of a human being is to love," states Angelou. Her writing stresses this belief, as well as the importance of steadfastness, tenacity, courage, and the importance of doing your best each day. Through her poetry, fiction, and other efforts, Angelou teaches these lessons gently and completely. At age seventy-one, she continues to break new ground for African American women, and all women everywhere.



- 1 The author writes that “the nation listened in rapt attention” to emphasize that Maya was —

A an excellent actress
B a courageous woman
C a talented orator
D a good producer

- 2 How did the author organize this article?

F Initial concept followed by support
G Chronological order
H Issues and resolutions
J Series of systematic arguments

- 3 When she read her poem at President Clinton’s inauguration, Maya was —

A directing *Georgia, Georgia*
B the editor of *The Arab Observer*
C a reporter for *The Atlanta Constitution*
D a professor at Wake Forest University

- 4 Which of these opinions is the author of the article *most likely* to support?

F Dr. Martin Luther King respected Maya.
G Maya is the world’s best black woman screenplay writer.
H The Emmy Award nomination was Maya’s proudest moment.
J Maya would rather teach at Ghana than Wake Forest.

- 5 This outline summarizes part of Maya Angelou’s life.

I. Endured segregation in Arkansas

II. Graduated from high school

III.

IV. Worked with Dr. Martin Luther King, Jr.

What belongs in the missing entry?

A Produced *Afro-Americans in the Arts*
B Moved to Cairo
C Acted in *Roots*
D Wrote the first screenplay written by a black woman

- 6 The author of this passage assumes that the reader already knows —

F what is written in *The Arab Observer*
G the text of Angelou’s inaugural poem
H what an inauguration is
J what Angelou taught at the University of Ghana



Welcome to Whitestone Regional Park

For your safety, please observe the following rules:



1. Park hours are from 6:00 A.M. until 10:00 P.M. daily. All persons are strictly prohibited from park areas at any other time.



2. Pets are not allowed. All persons found on the premises with pets (even if pets are on a leash) will be removed promptly and will be issued a fine of \$100.



3. Parking is permitted only in designated parking lots. Vehicles may not be parked on grass or other areas. Vehicles parked anywhere other than the designated parking lots will be ticketed and towed immediately.



4. Picnics should be held in picnic areas only. Grills are provided in each pavilion for outdoor cooking needs. Coals should be doused with water immediately when cooking is completed. All refuse **MUST** be placed in cans located at each picnic site and throughout the park. Persons caught littering will be fined \$500.



5. Hiking trails are provided throughout the park for your enjoyment. Only experienced hikers should deviate from these trails. Appropriate hiking clothing and gear is also recommended, as brush can get thick in places, and several rocky gorges in the park create challenging terrain.



6. Several park ranger stations are located throughout the park. In case of emergency, find the closest station using maps located on placards in each main park area.

7. Children should be supervised at all times. The park cannot be held liable for accidents occurring in playground areas.

Look ! But Don't Touch

Animals You Won't Want To Miss

Buffalo
Caribou
Elk
Foxes
Moose

Animals to Stay Clear Of

Wolves
Eagles
Snakes
Coyotes
Bears



Remember: Keeping Our Parks Beautiful Is Everyone's Responsibility!



- 7** Which of the following is an *opinion*?
- A Persons who litter will be fined.
 - B Pets are not tolerated.
 - C Trails are fun.
 - D Gorges can be challenging.
- 8** The sign suggests that the rules are meant to —
- F keep vehicles safe
 - G keep hikers challenged
 - H keep visitors from grilling
 - J keep visitors safe
- 9** Families entering Whitestone Regional Park in automobiles —
- A can drop off children at the playground
 - B are allowed to bring leashed pets
 - C should park in a designated area
 - D can enter twenty-four hours a day
- 10** The sign suggests that a difference between buffalo and bears is —
- F the park's liability for accidents
 - G the gear recommend for looking at them
 - H the placards used to locate them
 - J how far away to stay
- 11** What will happen to a park visitor who is caught littering?
- A He or she will be issued a \$100 fine.
 - B His or her vehicle will be towed.
 - C He or she will be ejected from the park.
 - D He or she will be issued a \$500 fine.
- 12** In the event of an emergency, where should visitors go?
- F The main park area
 - G Designated parking lots
 - H Any ranger station
 - J The first aid pavilion



The Last Great Race on Earth

“Come on, Balto. You can do it!” screamed Gunnar Kaasen as he fought to keep the dogsled on the Iditarod Trail.

The wind whipped around him. The temperature had plummeted to thirty degrees below zero, but he pushed his dogs relentlessly. Kaasen knew he must reach Nome. It was a matter of life or death.

It was January of 1925. A terrible diphtheria outbreak had occurred that month in the outpost town of Nome, Alaska. This small village had been a bustling town of twenty thousand people during the Gold Rush at the end of the nineteenth century. Now, fewer than fourteen hundred hardy souls remained. The only way to get to the closest city, Anchorage, was to travel on the Iditarod Trail. A one-way trip from Nome to Anchorage took even the most experienced dogsled driver (called a musher) about one month to complete.

When Nome’s doctor diagnosed the first cases of diphtheria, a contagious and deadly disease that affects the throat and lungs, he panicked. Without the serum to treat his patients, they would surely die. The disease could reach epidemic proportions. He used a telegraph to call for help. The answer was not good. The snow and subzero temperatures made it impossible to fly the serum to Nome. In 1925, most planes had open cockpits, which made flying in bad weather difficult and dangerous.

With this news, a group of mushers organized a relay along the Iditarod Trail from Nenana (the town where the serum was distributed) to Nome. Each musher went between twenty and one hundred miles along the trail with the serum strapped tightly to his sled. The mushers and their dogs fought their way through a terrible winter storm. They battled extreme temperatures, deep snow, and threats from wild animals. Gunnar Kaasen was the last musher left in this race against time.

As Balto, Kaasen’s lead dog, forged on through the raging winter storm, a huge burst of wind lifted the sled and dog team into the air and threw them down like rag dolls. “The serum is gone!” cried Kaasen as he attempted to fix his sled and untangle his team. He took off his mittens and searched every inch of snow bare-handed until he found it.

Quickly, he reassembled his team and mushed the final grueling miles into Nome. With the serum on hand, the town was protected from disaster. The fearless Alaskan men and their dogs made this incredible journey in just over 127 hours. It was record-breaking time.

This first race along the Iditarod Trail inspired many modern mushers to test their own endurance. Every year, about seventy-five dogsled teams compete in what is called “The Last Great Race on Earth.” They sprint along the Iditarod Trail just as Kaasen did more than half a century ago. But no one can match the courage of those first brave teams of men and dogs who risked their lives to save a tiny town from tragedy.



- 13** How did the doctor first request help?
- A In a written message delivered by dogsled
 - B By telegraph
 - C By airplane
 - D In a verbal message delivered by dogsled driver
- 14** Which of the following conclusions is supported by the final paragraph?
- F Medicines are still transported along the Iditarod trail.
 - G The 1925 speed record remains unchallenged.
 - H The Iditarod Trail race is considered difficult.
 - J The race usually attracts more than seventy-five modern mushers
- 15** Which of these might be another good title for this passage?
- A “Gunnar Kaasen’s Story of Strength”
 - B “Dogsled Driving: Sport and Survival”
 - C “Learning How to Drive a Dogsled”
 - D “The Bravest Dogsled Drivers”
- 16** Which of the following would be *most* helpful to someone reading this story?
- F Information about sled dogs
 - G A map detailing the Iditarod Trail
 - H Information about how diphtheria spreads
 - J A newspaper story about a recent race on the Iditarod Trail
- 17** Which device did the author use in the first paragraph of the passage?
- A Flashback
 - B Suspense
 - C Figurative Language
 - D Metaphor
- 18** What does the word *hardy* mean in the third paragraph of this passage?
- F Weak
 - G Sickly
 - H Transparent
 - J Strong



A Surfing Legend

When he was a small child, Duke Kahanamoku's father took him out onto the ocean and, following an ancient Hawaiian custom, tossed him into the waves. For Duke, it was sink or swim. He swam. From that day on, he rarely left the water. Fearless, yet always respectful of the sea, he learned to harness its power on his surfboard. He flew down the steep, watery slopes like a skier careening down a mountain. Known as the "father of surfing," Duke is revered by surfers around the world as the best surfer ever.

Born in August 1890, Duke brought surfing to the United States and to the world in the early 1900s. He grew up on the beach at Waikiki, swimming and surfing tirelessly. Obsessed with riding the next wave faster and more skillfully, he even constructed his own surfboards. Other surfers on the beach attempted in vain to imitate his boards—his most famous was a tremendous sixteen-foot surfboard that weighed one hundred and fourteen pounds.

Oddly, it wasn't surfing that gave him the opportunity to enlighten the world about the sport of surfing—it was swimming. Duke was on the U.S. swim team in the 1912 Olympics in Stockholm, Sweden, where he broke the record for the 100-meter freestyle event and achieved instant fame when he won the gold medal.

In 1920, Duke won another gold medal in the same event at the Antwerp, Belgium Olympic games. Between the two Olympiads, Duke surfed his way around the globe, gaining a huge following of devoted fans and sharing his knowledge and love of surfing with thousands. He performed unheard-of feats on his surfboard, often in waves considered too deadly to attempt. He taught novice surfers how to build surfboards and popularized the laid-back surfer attitude and lifestyle. His fame increased exponentially with each display of athletic prowess and aquatic talent. Hollywood executives signed him for movie roles, royalty lavished attention upon him, and celebrities sought him out.

Yet, Duke ultimately loved the water more than the land. Day after day, he would sprint toward the water with his board hugged tightly to his chest and force his way through the breakers out into the huge swells. Paddling intently, he would wait patiently for the right wave, and when it came he took it—with more grace and confidence than most people could imagine. In 1966, two years before his death, Duke was inducted into the Surfing Hall of Fame. He is also in the Swimming Halls of Fame in Honolulu and Fort Lauderdale, and the U.S. Olympic Hall of Fame. Most importantly, his legend lives on in the hearts of surfers everywhere.



19 The author of this passage takes it for granted that the reader understands —

- A how waves form beyond breakers
- B the construction of a surfboard
- C how Duke reached Europe
- D how surfers select a beach

20 Which of the following happened first?

- F Duke was inducted to the Surfing Hall of Fame
- G Duke was cast in movie roles
- H Duke swam in Stockholm
- J Duke won a Fort Lauderdale surfing competition

21 Which of the following characterizes Duke's life?

- A He was a proponent of the Olympics.
- B He pursued his fortune and won his celebrity.
- C He introduced and popularized a national sport.
- D He lived a conservative and agitated existence.

22 The author of this passage takes it for granted that the reader understands —

- F what surfing is
- G how Hawaii became the fiftieth state
- H where the 1912 Olympics were held
- J how Duke got onto the U.S. swim team

23 Based on the story, which is a *reasonable conclusion*?

- A Duke preferred using an imported brand of surfboard.
- B Duke was also an experienced skier.
- C Duke won a Silver Medal in the 1912 Olympics.
- D Duke is still widely known by modern surfers.

24 Based on the passage, what is a *feat*?

- F A noise
- G A body part
- H A daring act
- J A type of swimming stroke



A Summons to All Musicians

Our annual trip to **New York City** to participate in the **Saint Patrick's Day parade** is imminent!

Our mission is to raise \$3,000 for travel, food, and hotel expenses.

If every band member sells twelve of the items below, we can easily meet this goal.

Items for Sale

Mama Scarano's Pizza Kits

(contains 3 crusts, and 3 sauce and cheese packets) \$15.95 each

Bombshell Brownies

(12pc/box) \$6.95 per box

Fabulous Fudge

(16pc/box) \$7.25 per box

NOTE: All items are delivered frozen and nonperishable. They may be kept in the freezer for up to three months. Baking time for pizza is approximately 12±15 minutes. All items are so delicious that they will sell themselves.

Money should be collected when the order is taken. Customers should make checks payable to The Big Apple Band Fund. Order forms are included in each packet to tally all orders. All orders must be placed on these forms and only these forms should be returned at the end of the selling period. Please provide grand totals for each item sold and include these totals on the forms provided. **All orders are due by Tuesday, January 5.** Orders **ABSOLUTELY WILL NOT** be accepted after that date. No exceptions.

Inform your customers that items will arrive on February 25.

You Have to Sell to Win!

Sell 1—3 items **WIN!** One entry into \$300 cash raffle

Sell 4—8 items **WIN!** One entry into raffle and a school baseball cap

Sell 9—12 items **WIN!** Two entries into raffle, a school baseball cap, and a gym bag

Sell more than 12 items **WIN!** Five entries into raffle, a school baseball cap, a gym bag, and a portable CD player.

Additional information and color brochures for each product are included in the enclosed materials.

Contact Barbara Samms, our parent coordinator, at (987) 654-3210 for more details.



See you in New York!





- 25** It is implied by the flyer that each band member —
- A knows about the trip to New York
 - B will sell more than twelve items
 - C has already sold a few items
 - D is a very talented musician
- 26** Which of these is an *opinion* from the poster?
- F All items are delivered frozen.
 - G All orders are due by January 5.
 - H Items may be kept in the freezer.
 - J All items are so delicious that they will sell themselves.
- 27** You can tell from the flyer that deadlines are —
- A insignificant
 - B flexible
 - C important
 - D nonexistent
- 28** Which of these does the flyer resemble *most*?
- F A recipe
 - G An outline
 - H A set of instructions
 - J A calendar
- 29** If you sell five items, you will win —
- A a baseball cap
 - B a gym bag
 - C a portable CD player
 - D a raffle ticket only
- 30** Which of these will not be covered by the \$3,000 from the sale?
- F Travel
 - G Food
 - H Hotel expenses
 - J New band uniforms

DIRECTIONS

Read each sentence. There might be a mistake in the underlined portion of the sentence. The mistake might be in punctuation, capitalization, word usage, or a combination of those. If you discover a mistake, choose the answer that best corrects the mistake. If you find no mistake, choose *Correct as is*.

SAMPLE

The teacher asked the class, who wants to go first?

- F "Who wants to go first?"
- G Who wants to go first
- H "Whom wants to go first?"
- J Correct as is

1 There were roman numerals carved on the cornerstone of the building.

- A roman numerals
- B Roman numerals
- C Roman Numerals
- D Correct as is

2 Tim and her have bought a house in Florida.

- F Tim and her has bought
- G Tim and she have bought
- H Tim and her has bought
- J Correct as is

3 There are four directions marked on the compass, North, South, East, and West.

- A compass: North, South, East, and West.
- B compass: north, south, east, and west.
- C compass, north, south, east, and west.
- D Correct as is

4 The waiter answered our questions nice, so we left him a big tip.

- F questions nicely, so
- G question's nice, so
- H questions nice so
- J Correct as is

5 The story was too long, according to Tom.

- A too long, according too
- B to long, according to
- C to long, according too
- D Correct as is



- 6 Even though Sarah was tired, she goes out to play.
F gone out
G went out
H going out
J Correct as is
- 7 My two most difficult subjects math and science were canceled today.
A subjects, math and science, were
B subjects math and science, were
C subjects, math and science were
D Correct as is
- 8 I got to finish this job soon so I can go to the party.
F I got to get finished
G I must finish
H I have to be finishing
J Correct as is
- 9 The apples in Janets' backyard always taste good.
A apples in Janets' backyards
B apples in Janets's backyard
C apples in Janet's backyard
D Correct as is
- 10 The fog was so thick that we couldn't see nothing at all.
F we couldnt see nothing
G we could not see nothing
H we couldn't see anything
J Correct as is
- 11 The dinner bell rang it was time to eat.
A rang; it was
B rang, it was
C rang, it is
D Correct as is
- 12 The best stories usually involve interesting characters in its plots.
F characters in it's plots
G characters in their plots
H characters in the plots
J Correct as is



- 13 If Hiro and Todd asks, tell them that I'm not here.

A asks tell them
B ask, tell them
C ask tell them
D Correct as is

- 14 There are three different vegetables on the menu tonight, spinach peas and broccoli.

F tonight, spinach, peas, and broccoli
G tonight: spinach peas and broccoli
H tonight: spinach, peas, and broccoli
J Correct as is

- 15 We'll ask officer Jackson to give us directions to the festival.

A We'll ask Officer Jackson
B We'll ask officer jackson
C We'll ask Officer jackson
D Correct as is

DIRECTIONS

Study the sentence in the box for an error in sentence structure. Mark the answer choice showing the best way to rewrite the sentence, or mark *Correct as is* if the sentence is correct.

SAMPLE

The sun was shining on the lake
the girls prepared to go swimming.

- A The sun was shining on the lake, the girls prepared to go swimming.
B The sun, was shining on the lake.
The girls prepared to go swimming.
C The sun was shining on the lake.
The girls prepared to go swimming.
D Correct as is

16

James Harmon, a professional musician is now offering trumpet lessons.

- F Offering trumpet lessons now is a professional musician James Harmon.
G James Harmon, a professional musician, is now offering trumpet lessons.
H James Harmon, now a professional musician is offering trumpet lessons.
J Correct as is

**17**

The book was so good, I read it all at once in one sitting.

- A The book I read was so good, I read it all at once in one sitting.
- B The book was so good, I read it in one sitting.
- C The book being so good, I read it in one sitting all at once.
- D Correct as is

18

She bought the car to drive to work, take weekend trips, and running errands.

- F She bought the car to drive to work, take weekend trips, and ran errands.
- G She bought the car for driving to work, take weekend trips, and running errands.
- H She bought the car to drive to work, take weekend trips, and run errands.
- J Correct as is

19

Alice was finished with her homework, so she was allowed to go to the movie.

- A Alice finished with her homework because she was allowed to go to the movie.
- B Alice was finished with her homework, being allowed to go to the movie.
- C Alice was allowed to go to the movie and finish her homework.
- D Correct as is

20

Sheila bought lemons at the grocery store and bread at the bakery.

- F Sheila bought lemons at the grocery store and the bakery for bread.
- G The grocery store is where Sheila bought lemons and bread at the bakery.
- H Lemons and bread were what Sheila bought at the grocery store and bakery.
- J Correct as is

21

I'm too busy to do it today, I think I can do it tomorrow.

- A I'm too busy to do it today; I think I can do it tomorrow.
- B I'm too busy to do it today and I think I can do it tomorrow.
- C Not able to do it today, I think I can do it tomorrow.
- D Correct as is

22

I took my reading list to Mr. Sanchez the librarian.

- F I took my reading list to Mr. Sanchez, the librarian.
- G I took my reading list to Mr. Sanchez who is the librarian.
- H I took my reading list to the Librarian Mr. Sanchez.
- J Correct as is



DIRECTIONS

Read each paragraph and the questions that follow. Mark the best answer for each question.

SAMPLE

Dinosaurs were large reptiles that ruled the Earth for more than one hundred million years. Among them were the largest land animals, such as the plant-eating *Brachiosaurus* and the meat-eating *Tyrannosaurus rex*. All dinosaurs became extinct about sixty-six million years ago. Many other land and sea animals did, too.

Which of the following is the *best* way to make the last two sentences into one sentence?

- A All dinosaurs became extinct about sixty-six million years ago, as did many other land and sea animals.
- B All dinosaurs became extinct about sixty-six million years ago, many other land and sea animals did, too.
- C All dinosaurs became extinct about sixty-six million years ago, so did many other land and sea animals.
- D All dinosaurs became extinct about sixty-six million years ago and many other land and sea animals became extinct at that time as well.



Paragraph 1

The band began to play as the football team took the field. In the bright sunshine the red uniforms contrasted sharply by the deep green of the grass. The players ran to the center of the field and formed a straight line. On the sideline, the cheerleaders jumped and shouted. This caused the crowd in the stands to cheer.

- 23** Which of the following would be the *best* opening sentence for the paragraph?
- A Football players wear helmets to protect their heads.
 - B Coach Avery was very popular with the players on the team.
 - C It was a perfect day for the championship game.
 - D Football players need to be strong and fast.
- 24** Which of the following is the *best* way to combine the last two sentences?
- F On the sideline, cheerleaders jumped and shouted bringing a cheer from the crowd in the stands.
 - G On the sideline, cheerleaders jumped and shouted, causing the crowd in the stands to cheer.
 - H On the sideline, cheerleaders jumped and shouted and causing the crowd in the stands to cheer.
 - J On the sideline cheerleaders jumped and shouted cheering the crowd in the stands.
- 25** Which word is the *best* replacement for the underlined word in the paragraph?
- A on
 - B with
 - C at
 - D if



Paragraph 2

Without elevators, there would be no New York City skyline. More than any other technological advance, it was the invention of the elevator that made skyscrapers possible. People have been able to build huge structures for a long time, but without an easy way to reach the top, such structures could not be used for very much. Could you imagine living on the thirty-first floor of a building if you had to walk up the stairs every day to get home?

- 26** Which of the following is the *most interesting* way to write the underlined phrase in the paragraph above?
- F since a long time ago
 - G for many years
 - H since the time of the pyramids
 - J for some time before now
- 27** Which of the following sentences does *not* fit in the paragraph?
- A The first skyscrapers were built about one hundred years ago.
 - B The Empire State Building is eighty-six stories tall.
 - C Buildings that are hundreds of feet tall are now common.
 - D The invention of the automobile made long-distance travel easier.
- 28** Which of the following *best* describes the main point of this paragraph?
- F To point out the importance of the elevator
 - G To describe the invention of the elevator
 - H To discourage people from living in tall buildings
 - J To explain why tall buildings are more useful than shorter buildings



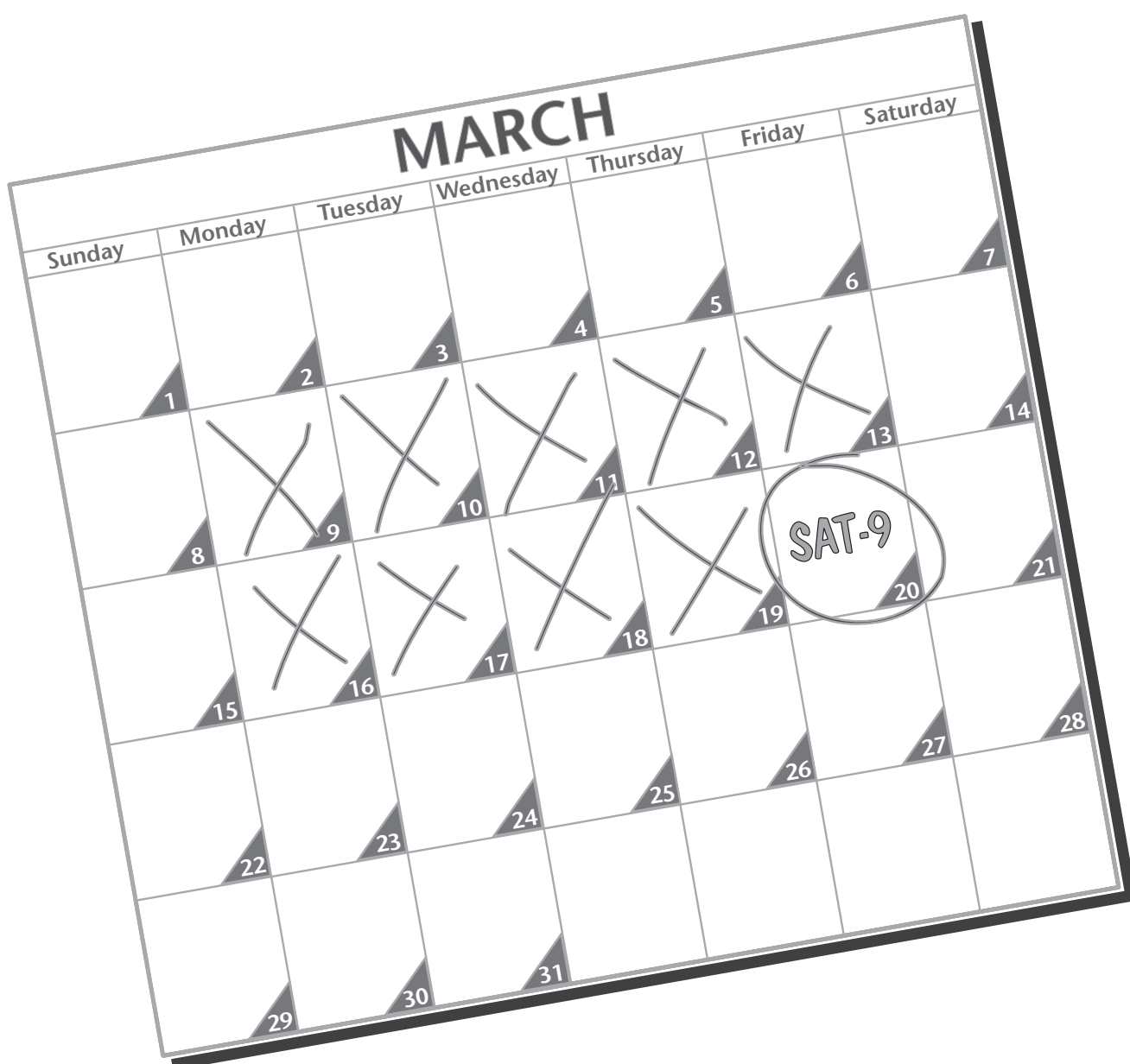
Paragraph 3

Tall grasses waved gently in the soft, warm breeze. Louisa walked cautiously to the edge of the high cliff. Sitting on a large rock, she set up her easel and canvas and took her pencils, brushes, and paints out of her backpack. Far below, silver waves crashed upon a black and rocky shore. Louisa took a drink of water from her canteen and prepared to begin her painting.

- 29** Which is the *best* closing sentence for this paragraph?
- A Louisa had always loved painting in the open air.
 - B There was not a single cloud in the sky.
 - C Far out on the horizon, a boat chugged along.
 - D A cricket hopped upon Louisa's shoe and chirped loudly.
- 30** Which of these would *not* fit in this paragraph?
- F Louisa enjoyed listening to the waves crash against the shore.
 - G Like her favorite painter, Gustave Courbet, Louisa enjoyed working in nature.
 - H High cliffs are important in several of Shakespeare's plays.
 - J The view was truly astonishing.



Ten Days to the Stanford 9



Ten Days to the Stanford 9

Welcome to the final stage in your preparation for the Language Arts portion of the Stanford 9 test. Over the next several days, you will be introduced to a variety of test-taking strategies and tips designed to help you do your best on the SAT-9.

Ten Days to the SAT-9 covers the following six test sections in detail:

- Reading Vocabulary
- Reading Comprehension
- Spelling
- Language
- Study Skills
- Language SA

Each section tests different skills. The following pages will walk you through the types of questions you will find in each section of the SAT-9. If you take advantage of this study guide and pay attention in class, you will be ready to tackle the SAT-9!

Reading Vocabulary

How to Prepare for Reading Vocabulary

- **Read every book, newspaper, and magazine you can get your hands on.** Look up the definitions of all the words you don't know.
- **Always try to carry index cards with you.** When you see or hear a word you don't know, write it down and look it up when you get home.
- **Write the primary definition of each word you don't know on the back of an index card.** Write a sentence using each word under its definition to help you remember it.
- **Save your index cards** and test yourself with them.

Reading Vocabulary has three parts:

- 1. Synonyms.** These questions ask you to pick a word that means the same as the sample word.
- 2. Multiple Definitions.** These questions ask you to distinguish between different meanings of the same word.
- 3. Words in Context.** These questions ask you to determine a word's meaning by looking at other words in the sentence.

Reading Vocabulary Part 1: Synonyms

Different Words that Mean the Same Thing

Each question in the Synonyms part of the SAT-9 gives you a phrase with an underlined word and four answer choices. Your goal is to decide which of the answer choices has the same meaning, or close to the same meaning, as the underlined word.

Each Synonyms question will look like this:



Rueful means —

- A kind-hearted
- B rude
- C sorrowful
- D excited

“A wise man hears one word
and understands two.”
—ancient proverb

Here is how to approach this question:

1. Cover the answer choices so you are not confused by words that are similar to the underlined word. For example, even though the words *rueful* and *rude* both begin with “ru-,” they do not mean the same thing. Some wrong answers are included just to confuse you. These answer choices are called *distractors*.
2. Try to come up with your own definition or synonym for the underlined word. For the above question, you might think: *A rueful person is someone who is sad.*
3. Uncover the answer choices and get rid of the choices that you know are wrong.
4. Look at answer (A). Does the word *kind-hearted* mean about the same as *sad*? No, it doesn’t. Eliminate answer (A).
5. Look at answer choice (B). In step one, we determined that (B) is probably there to distract you, but we should consider it anyway. Does *rude* mean the same thing as *rueful*? *Rude* means “disrespectful.” Eliminate answer (B).
6. Now look at answer (C). Does *sorrowful* mean the same as *sad*? Yes, it does. Keep answer (C).
7. Go on to answer (D). Does *excited* mean the same as *sad*? No, it doesn’t. Eliminate answer (D). Now you can be sure that answer (C) is correct!

Now try a harder one:



To **debase** something is to —

- A mistake it
- B corrupt it
- C endure it
- D mention it

Can you come up with your own definition? If not, try this:

1. Cover the answer choices.
2. Ask yourself if the underlined word has any parts that you recognize. In this case, you might recognize the “de-” part of the word, which is a prefix that means “to undo.”
3. Think about where you have seen the prefix “de-” before. You might remember it from the word *deception*. Keep the word *deception* in mind as you choose your answer.
4. Uncover the answer choices. Eliminate the answers that are obviously wrong. First, you can rule out answer (A). The phrase “mistake it” has nothing in common with deception.
5. Look at answer (B). Does the phrase “corrupt it” have anything in common with the word *deception*? Yes, it does. When something is corrupt, there is usually deception involved. This is probably the correct answer. However, always read the rest of the answer choices unless you are certain about a word’s meaning.
6. Look at answer (C). Does “endure it” have anything in common with deception? No, it doesn’t. Get rid of answer (C).
7. Look at answer (D). Does “mention it” have anything in common with deception? No, it does not. Eliminate this answer also. Now you can be sure that answer (B) is correct!

“‘When I use a word,’
Humpty Dumpty said
in a rather scornful
tone, ‘it means just
what I choose it to
mean—neither more
nor less.’”
—Lewis Carroll

Reading Vocabulary Part 2: Multiple Definitions

Different Meanings of the Same Word

Some words can be used in more than one way. For example:

Grandma always makes me drink milk.

The word milk in the sentence above is used as a noun, meaning “a drink.”

I can probably milk my boss for extra work.

The word milk in the sentence above is used as a verb, meaning “ask” or “demand.”

I want to buy a milk machine.

The word milk in the sentence above is used as an adjective, meaning “milk-producing.”

Each Multiple Definitions question will look like this:



The author was acclaimed for her ability to thread several subplots into her novels.

In which of the following does thread mean the same thing as in the sentence above?

- A The tailor sat patiently trying to thread the needle.
- B The painter tried too hard to thread reality and fantasy into his paintings.
- C The new sheets are made with very soft thread.
- D It is too difficult to follow the thread of such a long play.

Helpful Hint

If the sample word is a noun, the correct answer will be a noun. If the sample word is a verb, the correct answer will be a verb. If the sample word is an adjective, the correct answer will be an adjective.

Here is how to approach this question:

1. Look at the underlined word in the sample sentence and decide if it is used as a noun, verb, or adjective. Ask yourself these questions:
 - Is the word an object? If so, it is a *noun*.
 - Is the word an action? If so, it is a *verb*.
 - Does the word describe? If so, it is an *adjective*.

In the above example, the sample sentence uses the word thread as a verb. Make a mental note of this—it will help you find the correct answer.
2. Read the sample sentence again. Imagine someone performing the action that the sample sentence describes.
3. Look at each answer choice. Decide if each underlined word is used in the same way as the word in the sample sentence. Since *thread* is used as a *verb* in the sample sentence, the correct answer choice will also use it as a *verb*.
4. Start with answer (A). In this sentence *thread* is also used as a *verb*, but be careful! This verb refers literally to the act of *threading a needle*; the sample sentence uses the word *thread* figuratively to describe an author's method of writing. Watch out for distractors that are the same part of speech but have different meanings. Eliminate answer (A).
5. In answer (B), *thread* is used as a verb that describes an artist's method of painting. Does answer (B) use *thread* in the same way as the sample sentence? Yes, it does. Keep answer (B).
6. Even though you think you've found the correct answer, you should always read the remaining answer choices just to be sure. Look at answer (C). In this sentence, *thread* is used as a noun that refers to a type of sewing material. Eliminate answer (C).

7. Now look at answer (D). In this sentence, *thread* is used as a *noun* that refers to the plot development of a play. Eliminate answer (D).
8. Now you can be sure that choice (B) is correct!

Multiple Definitions Tips



Watch out for distractors! Sometimes there will be an answer choice that is very similar to the sample sentence, but which uses the underlined word as a different part of speech. Here's an example:

Mr. Jonas gave us a quiz.

I asked Arnold to quiz me.

The subject matter in both sentences is about the same. However, the first sentence uses the word quiz as a noun, while the second sentence uses the word as a verb. Don't be fooled by these tricks!



Remember, two words might be the same part of speech and still have different meanings. When choosing your answer choices, watch out for words like this:

Corey's leg is in a cast.

I'm a member of the cast.

The word cast is used as a noun in the sentences above, but it has a different meaning in each sentence. In the first sentence, the word cast means "plaster mold." In the second sentence, it means "group of actors." Watch out for these tricks!



Eliminate as many answer choices as you can. Even getting rid of one or two wrong answer choices will help improve your chances of picking the right answer. If you still don't know the answer, guess and move on. Don't let yourself get stuck on one question!

Reading Vocabulary Part 3: Words in Context

Words in Context questions ask you to determine the meaning of an underlined word in a sentence by looking at the words around it. Many of these words will seem unfamiliar to you, but don't let that scare you. There will always be clues in the sentence to help you figure out the meaning of the word. Look for the clues!

For example, you will never see this type of sentence on the test:

My brother's room is fetid.

What does fetid mean? There is no way to tell from looking at this sentence. On the test, there will always be a clue.

Here is what a real Words in Context question will look like:

My brother's room is so fetid that I have to hold my nose whenever I'm in there.

Now can you tell what fetid means? Since "I have to hold my nose whenever I'm in there," you can tell that the room really stinks. Every sentence in this section has clues like that. Keep your eyes peeled for them!

Each Words in Context question will look like this:



Mr. Purdue thought the young artist's work was base and needed to be more sophisticated and refined. What does base mean?

- A Elevated
- B Expensive
- C Colorful
- D Crude

"All my life I've looked at words as though I were seeing them for the first time."

—Ernest Hemingway

Here is how to approach this question:

1. Cover the answer choices so they don't confuse you. All of the answer choices seem to fit, but only one of them is correct.
2. Search the sentence for clues to the meaning of the underlined word. From the above question, you know that the word *base* refers to artwork that could be better if it were more sophisticated and refined. These are important clues!
3. Based on the clues, try to think of your own word or phrase for the underlined word. In this case, you might think: *Artwork that is not sophisticated and refined is primitive.*
4. Look at answer (A). Do you think the artist's work was *elevated*? No, *elevated* means "higher up." Eliminate answer (A).
5. Go on to answer (B). Do you think the artist's work was *expensive*? No, the word *base* refers to the artwork, not to its price. Get rid of answer (B).
6. Look at answer (C). Do you think the artist's work was *colorful*? It might have been, but the color of a work of art has nothing to do with its sophistication or refinement. Get rid of answer (C).
7. What about answer (D)? Do you see any clues in the sentence that tell you the artist's work was *crude*? Yes! If artwork needs to be more sophisticated and refined, it is probably because the work is *crude* or primitive. The correct answer is (D)!

Helpful Hint

Some words automatically make us think of other words. These words are called *association words*. Association words are another kind of distractor. If you had not been careful in the example above, you might have associated the words *expensive* and *colorful* with artwork. Watch out for association words!

Tips to Remember for Reading Vocabulary



Try to think of your own definitions before you look at the answer choices. This will help you avoid being tricked by “look-alike” words that have different meanings.



Read all of the answer choices before choosing your answer. Sometimes you will find a better answer if you read on.



If you don’t know the meaning of a word, try to find parts of the word that you recognize. Sometimes a prefix, root word, or suffix can tell you a lot about a word’s meaning.



Don’t become frustrated by difficult questions. An easier question will be coming soon. If you don’t come up with an answer fairly quickly, move on to the next question. Go back to the difficult questions later if you have time.



Read each question carefully. Completing most of the questions and getting them right is always better than finishing all of the questions and getting many of them wrong!



Don’t finish early. Many students rush even though the test allows enough time to read carefully. Take your time.



Be suspicious. Look for clues and be wary of distractors.

Reading Comprehension

The Reading Comprehension portion of the SAT-9 asks you to read a variety of passages and then answer questions based on what you read. The passages appear roughly in order of reading difficulty. This means that each passage you read will be a little harder than the one before it.

How to Prepare for Reading Comprehension

- **Read, read, read.** As with the Reading Vocabulary portion of the test, the best way to prepare is by reading as much as you can.
- **Put more effort into understanding what you read.** Stop to summarize while you are reading. Ask yourself: What is the main idea of this passage?
- **When you see a word you don't know, try to learn its meaning from its context.** After you've guessed at the word's meaning, look it up to see if your definition is correct. Write your new word on the front of an index card and write its definition on the back.
- **Study your vocabulary index cards.** See if you can look at the words on the front of your index cards and tell yourself the correct definition. Then really challenge yourself and do the reverse! The more words you know, the more likely you are to understand what you read.

Reading Comprehension has three types of passages:

1. **Narrative Passages.** These are either fictional stories or stories based on an historical event.
2. **Informational Passages.** These types of passages are similar to what you read in your textbooks. They will tell you about people, places, or things.
3. **Functional Passages.** These are the kinds of text that you see in real life. They are usually in the forms of advertisements, schedules, or flyers.

Helpful Reading Comprehension Terms

Main idea—What a passage or paragraph is mostly about.

Theme—Another word for main idea. Quite often, there is a lesson that can be learned from the theme of a passage. There may be more than one theme in any given story.

Summary—A brief statement of the main points covered in a passage.

Setting—The time period and place in which a passage happens.

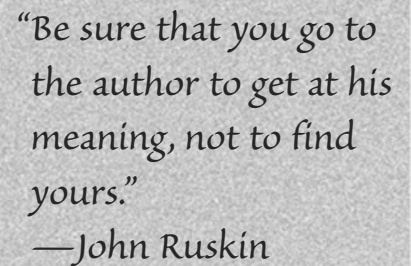
Figurative language—A colorful and creative way of writing something that makes it more interesting to read.

Narrative Passages

A Narrative Passage is a type of story. Narrative Passages will always sound like fictional stories, but sometimes they will be based on historical events or people.

Here is what to do when reading a Narrative Passage:

1. Read the title before reading the story. Sometimes the title will help you focus on the main idea of a story. Remember, however, that sometimes the title is not the best summary of the story.
2. Read the entire passage slowly and carefully. Don't just skim the passage for answers. When you just scan a passage for bits and pieces of information, you will miss very important details!
3. Ask yourself these questions as you read:
 - What happens in the story?
 - What happens first?
 - What happens last?
 - When do major events happen?
 - Where does the story take place?
 - Who are the characters?
 - How does the story end?
4. Think about who is telling the story. Ask yourself:
 - Who is the narrator?
 - Is the narrator related to the characters? If so, how?
 - What point is the author trying to make by having this person tell the story?
5. Make a mental note of the main idea of each paragraph. It will help you to locate answers when you need them.
6. Ignore the print at the bottom of the page about the author and illustrator. You will not be questioned on this, so don't waste your time reading it.
7. Think about the passage's theme or lesson. What was the author trying to get across to the reader?



*"Be sure that you go to the author to get at his meaning, not to find yours."
—John Ruskin*

Informational Passages

Informational Passages discuss real-life people, places, or things. They contain many facts and are very much like the content of a textbook.

Here is what you should do when reading an Informational Passage:

1. Read the title. This will tell you the topic of the passage.
2. Read the entire passage slowly and carefully. Ask yourself the same questions you would when reading a narrative passage to make sure that you understand what you have read.

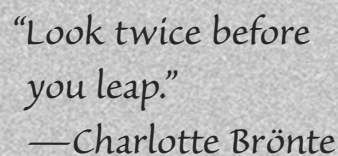
3. Make a mental note of the main idea of each paragraph. Read the topic sentence of a paragraph again if you get stuck.
4. Don't try to memorize every single detail. You're not a computer! Just try to remember where blocks of facts are located in the passage so you can go back and find them when you need them.
5. As with the narrative passage, ignore the print about the author and illustrator.

Functional Passages

Functional Passages look like writing you see in everyday life, like flyers, advertisements, letters, schedules, and posters. Functional Passages often provide information about things, places, or events.

Here is what you should do when reading a Functional Passage:

1. Read the title.
2. Read the entire passage carefully—don't just scan it, but don't try to memorize all the details.
3. Ask yourself these questions as you read:
 - What is the purpose of this passage?
 - Does the passage inform you about something? If so, what?
 - Does the passage try to persuade you to do something? If so, what?
4. Don't ignore the small print in functional passages. It is often very important, and you might be questioned on it!



*"Look twice before
you leap."
—Charlotte Brönte*

Reading Comprehension has four basic types of questions:

Each reading passage is followed by a series of questions. The questions are not in order of appearance in the passage. They are also not in order of difficulty.

1. **Stated Information Questions.** These questions ask you to recall details that were mentioned in the passage.
2. **Drawing Conclusions Questions.** These questions ask you to form ideas based on hints from the passage.
3. **Passage Analysis Questions.** These questions ask you to make judgments based on information from the passage.
4. **Reader Approach Questions.** These questions ask you to recognize specific qualities of the text itself.

Helpful Hint

In the Reading Comprehension section, almost all of the wrong answer choices are distractors. This means that most of the wrong answer choices will contain some fact or detail from the passage that is taken out of context just to trick you. Always look back at the passage to check the information and avoid getting fooled by distractors!

Stated Information Questions

The Stated Information questions refer to details stated in the passage and are designed to test how well you recall details.

Here are some Stated Information questions from the Practice Test:



What will happen to a park visitor who litters?

How did the doctor first request help?

Where did the *first* musher get the serum in 1925?

Here are some things to consider when faced with Stated Information questions:

- Even if you think you know the answer, *always* refer back to the passage to double-check the facts. Don't rely on your memory.
- Once you've found the answer, repeat it to yourself in your own words. Then look at the answer choices.
- The correct answer choice will often be worded a little differently than it appears in the passage. Don't let that confuse you!
- Sometimes questions will require you to combine two or more pieces of information from different places in the passage. Remember to scan the entire passage for all details that might apply.
- Keep an eye out for questions that use the words *except* and *not*. For example:



All of the following answers are true *except* which one?

Which of the following is *not* mentioned in the passage?

These questions can be confusing, so read them carefully! Remember to eliminate the answers that are obviously wrong first.

- If you are confused by a question, restate it in your own words to make it clearer.

Drawing Conclusions Questions

The Drawing Conclusions questions ask you about things that were hinted at in the passage. To choose the correct answers, you will have to look for clues in the passage.

Here are some Drawing Conclusions questions from the Practice Test:

- Some questions ask you to decide on the “main idea” of the passage or to pick “another good title” for the passage. Here are some examples:



What is another good title for this passage?

What is the main idea of the third paragraph?

Here's how to answer main idea or title questions:

1. Look at the entire passage, including the title.
 2. Try to think of a word or phrase that describes what each paragraph is mostly about.
 3. If a question asks about the entire passage and an answer choice only covers one or two paragraphs, it does not describe the passage as a whole. A too-specific answer choice like this might be listed as a distractor. Eliminate answer choices that are too specific.
 4. Even the correct answers are not always perfect. Sometimes you just have to pick the answer that is the least rotten!
- Some questions will ask you to determine the meaning of a word or phrase in the passage. Here are some examples from the Practice Test:



In the last sentence, the word *ingrained* most nearly means —

In the second paragraph, what does *pursue* mean?

Here's how you should answer questions that ask you to determine the meaning of a word or phrase:

1. Find the word or phrase where it appears in the passage.
2. Reread a few lines above and a few lines below the word or phrase to understand its context.
3. Look for clues in the surrounding text that will help you decide what the word means. Remember—there will always be a clue!
4. Eliminate the answers that you know are wrong, and pick the best answer from what is left.

Here are some things to consider when faced with Drawing Conclusions questions:



For some of these questions, *none* of the answer choices will seem to answer the question really well! Just eliminate the worst answers and choose from what is left.



You will sometimes be asked questions about an advertisement, a flyer, or a schedule. For these questions, you may have to look for clues in more than one place and combine the information to come up with the correct answer.



Some questions ask you to draw conclusions about a character's personality. For these questions, you may have to do a little thinking on your own. The answer is not always stated, but it is always supported by evidence from the passage.

Passage Analysis Questions

These questions require you to make judgments based on the information provided in the passage. For the most part, you will have to turn what you have read into some sort of general statement to answer these questions.

Some different types of Passage Analysis questions are described below:

- Most often, you will be asked to draw a general conclusion based on what you have read in the passage. For example:



There is enough information in the passage to show that —

Several general statements will follow as answer choices. Eliminate the wrong answers first. With Passage Analysis questions, eliminating wrong answers is very important!

- You will be asked questions that test your ability to tell the difference between facts and opinions. For example:



Which of these is an *opinion* in the passage?

For these questions, remember that an opinion is based on someone's thoughts or feelings and a fact is a piece of information that is true regardless of anyone's thoughts or feelings.

Helpful Hint

In fact and opinion questions, the correct answer will always be in the story. Don't be fooled by facts and opinions that you recognize, but that are not included in the story.

- Some questions will ask you about the author's purpose for writing the story. For example:



What is the author's purpose for writing this passage?

Think about the passage as a whole and ask yourself: Is it intended to persuade the reader? Does it give a lot of information about a subject? Does it explain a historical event? Look at the answer choices and find the one that is closest to your own.

Reader Approach Questions

Reader Approach questions ask you recognize specific qualities regarding the text itself. These questions can be a little tricky because you will not find the answers in the passage.

- Some Reader Approach questions ask where you should look to learn more about the subject of the passage.

Here's an example from the Practice Test:



Which of the following would be most helpful to someone reading this story?

- A Information about sled dogs
- B A map detailing the Iditarod Trail
- C Information about how diphtheria spreads
- D A newspaper story about a recent race on the Iditarod Trail

Here is how you should approach this question:


1. Cover the answer choices so they do not confuse you.
2. Decide what would have been most helpful to you while reading the story.
3. Uncover the answer choices and look at (A). Would information about sled dogs have been helpful? It might have been interesting, but since the passage is about a grueling trip over rough Alaskan terrain, answer (A) is not your best choice. Eliminate answer (A).
4. Look at answer (B). Would a map detailing the Iditarod Trail have been helpful? Yes, it would have. As you read the story, you could have followed the dogsled's progress on the map. This is probably the correct answer.
5. Look at answer (C). Would information about diphtheria have been helpful? Not really. This passage is about the journey caused by the diphtheria outbreak; it's not about diphtheria itself. Get rid of answer (C).
6. Look at answer (D). Would a newspaper story about a recent race on the Iditarod Trail have been helpful? Once again, it might be interesting, but not especially relevant to this passage. Eliminate answer (D).
7. You can be pretty sure that answer (B) is correct!

Helpful Hint

The moral of a story is the lesson that it gets across through the characters and the plot. Most often, the moral of a story will not be stated directly.

- Some Reader Approach questions involve interpreting graphic organizers like flow charts, outlines, schedules, or word clusters. These graphics will organize some information from the passage into a visual form.
- Many graphic organizer questions will leave out one piece of information and ask you to fill it in. Others, like the example below, ask you to read a block of information and answer a question based on it.

Here is an example of a graphic organizer from the Practice Test:



I. Kassen on the Trail

II. The Doctor sends for help

III.

IV. The Last Great Race on Earth

What belongs in the missing entry?

A Diphtheria outbreak diagnosed

B Kassen struggles against the storm

C The spread of influenza

D The effects of the Gold Rush

For these questions, you must decide which of the answer choices goes in the blank space—even if the graphic is a flow chart, word cluster, or schedule. Always remember to refer back to the passage to find your answer!

Tips to Remember for Reading Comprehension



Read each question and answer choice slowly and carefully. Careless reading will result in mistakes!



Refer to the passage for information you need. Do not rely on your memory!



Once you've found the information, repeat it to yourself in your own words. Then look at the answer choices.



Eliminate answer choices that are obviously wrong. This will increase your chances of choosing the correct answer.



Keep in mind that sometimes the best answer choice is just the *least rotten*!



If you don't know the answer to a question, guess and move on. Difficult questions are usually sandwiched between easier questions.

Spelling



The goal of the SAT-9 Spelling Test is to assess your spelling skills based on what you have learned about the phonetic and structural principles of words. The misspelled words on this test reflect the most common spelling errors for tenth-grade students.

All the spelling questions look the same. They look like this one:



- A Because of the big test, I pored over my books.
- B After college I plan to join the peace corps.
- C My father usually gives good advise.
- D No mistake

In this question, advise should be spelled advice, so the correct answer choice is (C).

How to Prepare for Spelling

- **Read, read, read!** Every time you see the correct spelling of a word, you are more likely to recognize when it is misspelled.
- **Look up every word you misspell or aren't sure about.** Make your own Common Mistakes list.
- **Pay attention!** Some people are naturally great spellers and some are not. But even people who aren't great spellers can improve their skills if they make improvement a priority.
- **Check yourself.** Every time you write something, go back and check your spelling.

There are six types of spelling mistakes on the Spelling test:

1. **Homophone mistakes.** These questions test your ability to distinguish between words that sound the same but are spelled differently and have different meanings.
2. **Vowel sound mistakes.** These questions test your knowledge of proper vowel usage.
3. **Consonant sound mistakes.** These questions test your knowledge of proper consonant usage.
4. **Ending mistakes.** These questions test your ability to spell words with endings such as *-ed*, *-ly*, and *-ing*.
5. **Prefix or suffix mistakes.** These questions test your ability to spell words with prefixes or suffixes.
6. **No mistakes.** These questions test your ability to recognize words that are spelled correctly.

Helpful Hint

There is never more than one spelling error in each question. Sometimes, though, all of the underlined words are spelled correctly. Look closely at each word. If you can't find a mistake, choose *No mistake*.

What is a homophone?

Homophones are words that are pronounced alike but have different meanings and spellings. For example, the words *to*, *too*, and *two* are homophones. Since each underlined word is part of a sentence, the test will always give you a clue to help you find the incorrectly used homophone.

Look at this sentence, for example:

We saw pigs at the fare.

The word fare is a real word, but if you read the sentence, you'll notice that the word is used incorrectly. The word that should be used in this sentence is fair. The two words—fare and fair—are homophones. They sound the same but mean different things.

Here is an example of a homophone question:



- A My sister plans to sell her crafts at the summer bizarre.
- B His worries preyed upon his mind.
- C My uncle gives us anecdotes about his life.
- D No mistake

Here is how to approach this question:

1. Look at answer (A). Is the underlined word used correctly? No, it is not. In this sentence, the word *bizarre*, which means “weird,” is used in the wrong context. Your clue, “sell her crafts,” should have told you that the right word for this sentence is *bazaar*. A *bazaar* is a kind of market; *bizarre* describes something that seems strange. Keep answer (A), and read the remaining choices just to be sure.
2. Now look at answer (B). Is the underlined word used correctly? Yes, it is. You may have noticed that the word *preyed* is a homophone—the words *preyed* and *prayed* sound the same but mean different things. In this case, however, *preyed* is used properly. This homophone was included to trick you. Eliminate answer (B) and watch out for correctly used homophones!
3. Is the underlined word used correctly in answer (C)? Yes, it is. Eliminate answer (C).
4. Since you already know that there is an error in one of the sentences, you can eliminate answer (D). Now you can be sure that answer (A) is the correct choice.

Vowel Sounds

It is important to know when vowels have long sounds and when they have short sounds. Here are some examples of long vowel sounds and short vowel sounds:

- Long “a” in *atrium* → Short “a” in *advance*
- Long “e” in *enough* → Short “e” in *enter*
- Long “i” in *idol* → Short “i” in *inference*
- Long “o” in *orient* → Short “o” in *other*
- Long “u” in *university* → Short “u” in *under*

Some combinations of vowels make different sounds than you might expect. Here are some examples of words with unusual vowel combinations:

rheu·ma·tism \rōō'mə-tīz'əm\

ae·on \ē'ōn'\

aer·i·al \âr'ē-əl\

phar·aoh \fâr'ō\

It is also important to remember that sometimes vowels make no sounds at all. For example:

mote \mōt\

e·rase \ī-rās'\

Here is an example of a vowel sound question:



- A Is the spot on my dress noticable?
- B Because I have so many heroes, I can't choose just one.
- C I am genuinely concerned about the crisis at the zoo.
- D No mistake

Here is how to approach this question:

1. Look at answer (A). Is *noticable* spelled correctly? No! It should be *noticeable*. Watch out for words with a silent “e”—they can be tricky! Keep answer (A).
2. Remember to read the other answers just to be sure. Look at answer (B). Is *heroes* spelled correctly? Yes, it is. Eliminate answer (B).
3. Look at answer (C). Is *genuinely* spelled correctly? Yes, it is. Eliminate answer (C).
4. Since you already know that there is an error in one of the sentences, you can get rid of answer (D). Now you can be sure that answer (A) is the correct choice.

Consonant Sounds

Some consonant sounds change depending on the word in which they appear. Here are some examples of words containing hard and soft consonant sounds:

- Hard “c” in *candy* → Soft “c” in *spacious*
- Hard “g” in *gross* → Soft “g” in *germ*
- Hard “sc” in *scam* → Soft “sc” in *scenic*

Sometimes a combination of consonants can make three different sounds. For example:

change \chānj\

char·ac·ter \kār'ək-tər\

chap·er·on \shăp'ə-rōn\

Sometimes adding a suffix will change the way a consonant sounds. For example:

mag·ic \māj'īk\

ma·gi·cian \mə-jīsh'ən\

co·op·er·ate \kō-ōp'ə-rāt\

co·op·er·a·tion \kō-ōp'ə-rā'shən\

It is also important to remember that sometimes consonants can be silent. Here are some examples of words containing silent consonants:

pto·maine \tō'mān\

yacht \yät\

pneu·mat·ic \nōō-māt'īk\

Here is an example of a consonant sound question:



- A This seems to be a regular occurrence.
- B I have occasionally been asked to help out.
- C My picture was accidentally omitted from the yearbook.
- D No mistake

Here is how to approach this question:

1. Look at answer (A). Is *occurrence* spelled correctly? Yes, it is. This is a tricky word because of the double letters, and is included here to distract you. It might look a little strange to you, but this word is spelled correctly. Get rid of answer (A).

2. Now look at answer (B). Is *occassionally* spelled correctly? No, it isn't! Correctly spelled, the word should be "occasionally." Do you see how answer (A) was trying to distract you? Keep answer (B), and watch out for these tricks!
3. Look at answer (C). Is *omitted* spelled correctly? Yes, it is. This answer is also meant to be a distractor. Get rid of answer (C). Now you can be sure that (B) is the correct answer.

Endings

Many common spelling errors are caused by improperly added word endings. There are quite a few questions that test your knowledge of word endings on the SAT-9. Look at these Endings rules. If you don't understand any of the examples, ask your teacher for help.

Drop the "e" when the word ends in "e" and you add: -ing, -ion, -ive

| | |
|---------------------|-----------------------|
| drape → draping | innovate → innovative |
| elevate → elevation | create → creating |

Don't drop the "e" when you add -d, -ty

| | |
|------------------|-------------------|
| locate → located | entire → entirety |
|------------------|-------------------|

Additional "e" rules: -ly, -ment, -able

| | |
|-------------------------|---------------------|
| exclusive → exclusively | erase → erasable |
| lovable → lovably | charge → chargeable |
| whole → wholly | trace → traceable |
| state → statement | abate → abatement |
| argue → argument | |

When a word ends in a consonant, don't add another consonant before -ed, -ity, -ly, -ment, -ize, -ious, -ous, -ation, -ance

| | |
|-------------------------|------------------------|
| valid → validity | empower → empowerment |
| anger → angered | mountain → mountainous |
| frivolous → frivolously | flirt → flirtation |
| uproar → uproarious | immortal → immortalize |
| perform → performance | watch → watched |

Exceptions to the "double consonant" rule: -ed, -ing,

| | |
|--------------------|-------------------|
| concur → concurred | strut → strutting |
| fit → fitted | run → running |

Drop last consonant when you add -cy

president → presidency

malevolent → malevolency

Change “y” to “i” when you add -ous, -ness, -hood, -cation, -ly, -cal, or make plural

fallacy → fallacious

sappy → sappily

manly → manliness

extraordinary → extraordinarily

lovely → loveliness

indignity → indignities

likely → likelihood

geography → geographical

mortify → mortification

flurry → flurries

Pluralization—ending in “s” vs. “es”

hoof → hooves

flat → flats

tomato → tomatoes

justice → justices

Try this one on your own:



- A Sarah told funny storys about her vacation.
- B Sal visits his sister occasionally.
- C Mystery novels are my favorites.
- D No mistake

Prefix or Suffix

Spelling words that contain prefixes or suffixes can be a little confusing. There will be some questions that test your ability to spell prefix and suffix words on the SAT-9. The following lists show the correct spellings of words that are often misspelled.

Some commonly misspelled words with prefixes:

mis- misshape

im- immeasurable

un- unnamed

dis- dissect

ex- excruciating

in- inanimate

re- reestablish

Some commonly misspelled words with suffixes:

-ance relevance

-ence indigence

-ible forcible

-able believable

-tion salutation

-ly gravelly

-ory refractory

-ous continuous

Here is an example of a suffix question:



- A I plan to succeed at what ever I do.
- B My brother has a resistence to change.
- C I've searched the house thoroughly, but I can't find my shoes.
- D No mistake

Here is how to approach this question:

1. Look at answer (A). Is *succeed* spelled correctly? Yes, it is. This word may look a little strange because of the double letters, but it is spelled correctly. Eliminate answer (A).
2. Look at answer (B). Is the word *resistence* spelled correctly? No, it isn't! Correctly spelled, the word should be "resistance." Watch out for wrong answer choices that confuse "a" and "e." Keep answer (B).
3. Even though you think you've found the correct answer, you should always read the other answers just to be sure. Now look at answer (C). Is the word *thoroughly* spelled correctly? Yes, it is. Eliminate answer (C).
4. Now you can be sure that (B) is the correct answer.

Helpful Hint

Did you know that the word "misspelled" is often misspelled? Many people don't realize that there is a double "s."

No Mistake

It is important to keep in mind that sometimes all three of the underlined words will be spelled correctly. When you find one of these questions, you should choose the *No mistake* option. These questions often try to trick you by including words that look strange but are spelled correctly. For example:

| | | | |
|----------|------------|----------|-------------|
| luncheon | guerrilla | rhythm | chaperone |
| receipt | colonel | martyr | counterfeit |
| gauge | exaggerate | maneuver | phenomenon |

Can you answer this one on your own?



- A They were assiduous in following the directions.
- B The dish was covered with microorganisms.
- C The prophet saw into the future.
- D No mistake

Common Spelling Errors



Switching “I” and “E.” For example:

They were decieved → They were deceived.

She tried to fiegn an injury. → She tried to feign an injury.



Dropping or adding a double letter. For example:

I was engrosed in the book. → I was engrossed in the book.

He is always whinning. → He is always whining.



Dropping a silent letter. For example:

I was dumfounded. → I was dumbfounded.



Confusing vowels. For example:

The idea is difficult to convay. → The idea is difficult to convey.

Throw the paper in the incinerater. → Throw the paper in the incinerator.

We need oxigen to breathe. → We need oxygen to breathe.



Confusing consonants. For example:

The money was a big insentive. → The money was a big incentive.

Tips to Remember for Spelling



Remember, sometimes all the underlined words in a question are spelled correctly. If you don't see an error, remember to choose *No mistake*.



Read all the underlined words before choosing an answer.



If you are running short on time, read only the underlined words and ignore the sentences. Do this only if you are very short on time, because it will be difficult to spot Sound Error mistakes without reading the complete sentences.



If you aren't sure about a word, compare it to a similar word. For example, if the underlined word is *hideing*, think about *gliding*, *chiding*, *siding*. These similar words are spelled correctly and do not include the “e.”

Language

How to Prepare for Language

- **Read, read, read!** Remember—the more you read, the more you learn!
- **Pay attention to punctuation.** Notice how commas, colons, and semicolons are used, and practice using them properly in your own writing.
- **When you read, pay attention to how things are worded.** Notice how colorful wording adds excitement to what you read.
- **Use a thesaurus to help you choose colorful words.** Practice using colorful language when you write and avoid using the same words repeatedly.
- **Have someone you trust read your writing and help you make it clearer.** Ask them to look for mistakes in organization, unnecessary information, run-on sentences, and sentence fragments.

Language has three parts:

- 1. Mechanics.** These questions measure your ability to recognize and correct mistakes in capitalization, punctuation, and word usage.
- 2. Sentence Structure and Clarity.** In this section, you are expected to recognize and correct awkward wording and incomplete sentences.
- 3. Style, Context, and Organization.** This section tests your ability to combine sentences, use colorful language, add important information, and eliminate unnecessary information.

Language Part 1: Mechanics

Each Mechanics question includes a sentence in which several words are underlined. Your job is to decide whether the underlined words contain a mistake in word usage, punctuation, or capitalization. If there is a mistake, choose the answer choice that shows the correct way of writing the underlined words. Keep in mind that sometimes the underlined portion is correct the way it is written.

Each Mechanics question will look like this:



The apples in Janets' backyard always taste good.

- A apples in Janets' backyards
- B apples in Janets's backyard
- C apples in Janet's backyard
- D Correct as is

Here is how to approach this question:

1. Cover the answer choices so they do not confuse you.
2. Read the sentence and decide what the error is. Remember that there is either one error or no error in the sentence. In the above sentence, you might have noticed that the name *Janets'* looked strange to you. Why? Because *Janets'* has an apostrophe in the wrong place. A word should only end with an apostrophe if the last letter of the word is an "s." All proper nouns begin with a capital letter.
3. Think about how you would correct the mistake.
4. Now look at the answer choices. Eliminate choices that repeat the error. Answer choice (A) repeats the punctuation error, and wrongly changes the word *backyard* into the plural. Eliminate answer (A).
5. Now look at answer (B). This answer choice wrongly adds an extra "s" to the end of *Janet*. Eliminate answer choice (B).
6. Now you have one answer left. Choice (C), "apples in Janet's backyard" corrects the punctuation error and does not introduce any other errors. The correct answer is (C).

Capitalization Tips

- **Capitalize proper nouns such as names of people, places, nationalities, and languages.**

For example:

Mark Twain, North Carolina, Madagascar, Vietnamese

- **Capitalize place words that are part of names.**

For example:

Lincoln Avenue, New York City, Yellowstone National Park, Silver Lake

- **Capitalize the first letter of a quote within a sentence.**

For example:

I looked at Tom and said, "Why don't you pick that up?"

- **Capitalize titles when they come before a person's name.**

For example:

Senator Ethel Zimmerman, President Abraham Lincoln, Cousin Jethrodie

- **Capitalize days, months, and holidays.**

For example:

Friday, November, Flag Day

Here's another example:



There are three different vegetables on the menu tonight, spinach, peas, and broccoli.

- A tonight, spinach peas, and broccoli
- B tonight: spinach peas and broccoli
- C tonight: spinach, peas, and broccoli
- D Correct as is

Here is how you should approach this question:

1. Cover your answer choices.
2. Read the sentence and decide what the error is. In the above sentence, you may notice an error in punctuation. The phrase “tonight, spinach, peas, and broccoli” is difficult to understand because it contains a list of items that is not preceded by a colon.
3. Think about how you would correct the mistake.
4. Now look at the answer choices. Eliminate the answer choices that repeat the mistake. Look at answer (A). This sentence improperly uses a comma instead of a colon to set off the list. Eliminate answer (A).
5. Since you know that the sample sentence is not correct as it is, you can eliminate answer (D) also.
6. Look at answer (B). Does the phrase “tonight: spinach peas and broccoli” use the proper punctuation? No, it doesn't. This sentence correctly replaces the first comma with a colon, but then omits some necessary commas. Get rid of answer (B).
7. Look at answer (C). Does this sentence correct the punctuation error? Yes, it does. A colon is used to separate an independent clause from a list in a sentence, and commas separate the items in the list. The correct answer is (C).

"Cut out all these
exclamation points. An
exclamation point is like
laughing at your own joke."
—F. Scott Fitzgerald

Mechanics Tips

- **The subject and verb must always agree in the sentence.** If the subject is singular, the verb should also be singular. By the same token, if the subject is plural, the verb should also be plural.

For example:

I am bored. (singular)

They are bored. (plural)

He, she, or it is bored. (singular)

- **Watch out for indefinite pronouns!** Make sure they agree with the verb. For example:

All of them are playing soccer.

The word All is a plural because it refers to several people. This means the helping verb are must also be plural. Let's look at another one:

All of the sauce is dripping out of my sandwich.

In this case, the word all is singular because it refers to one part of the sandwich. This means that the helping verb is must also be singular.

- **Never use two negative words in one sentence.** Here's an example of a double negative:

He isn't making no sense.

Properly written, the sentence should read:

He isn't making any sense.

- **Remember that possessive pronouns never have apostrophes.** For example:

The mountain bike is her's.

The word her's is incorrect because it actually means "her is." Saying "The mountain bike is her is" just doesn't make any sense. Properly written, the sentence should read:

The mountain bike is hers.

- **Always make sure that pronouns are written in the correct case.** For example:

She splashed water at me. (subject case)

I splashed water at him. (object case)

Is the beach ball his? (possessive case)

- **If there is more than one subject in the sentence, it might be harder for you to decide which pronoun case to use.** Here's an example of a pronoun written in the wrong case:

Ming and her raced home.

A good way to tell whether something is written in the proper case is to separate the two subjects into their own sentences like this:

Ming raced home.

Her raced home.

As you've probably noticed, the word *her* is the wrong case to use. Here's how you would correct it:

She raced home.

Now you can put it all together:

Ming and she raced home.

- **Watch out for words that are commonly confused.**

Here are some examples:

Sit and Set

Sit means to be seated, as in "to sit still."

Set means to place an object somewhere, as in "Set it on the coaster."

There, Their, and They're

There refers to the location of something, as in "It's in there."

Their is a pronoun that shows possession, as in "It's their yard."

They're means "they are," as in "They're not interested." The apostrophe replaces the missing letter "a."

Lay and Lie

Lay is only used when referring to an object, as in "Lay that towel over there."

Lie is a verb that does not directly refer to an object, as in "Sam should lie down."

To, Too, and Two

To is a preposition as in "to the party."

Too means also or very, as in "I want to go, too" or "You are being too loud."

Two means the number 2.

Try this one on your own:



The two most difficult subjects math and science were canceled today.

- A subjects, math and science, were
- B subjects math and science, were
- C subjects, math and science were
- D Correct as is

Here's a Hint

Always use commas to set off phrases that describe a noun.

Punctuation Tips

• Use commas to:

Set off subordinate clauses. Subordinate clauses begin with a subordinate conjunction and contain a subject and a verb. They are followed by a common and a main clause. For example:

Although he was bigger than me, I beat him at basketball.

In the sentence above, the word although is a subordinate conjunction. Some other subordinate conjunctions are: after, as, because, before, since, until, and whatever.

Separate items in a series. For example:

My lizard is orange, green, and yellow.

Set off words that explain a preceding noun. For example:

My sister, who is afraid of lizards, screams when she sees my pet.

• Use apostrophes to show possession. For example:

My lizard crawled under my sister's bedroom door.

“” Use quotation marks to offset dialogue. For example:

She yelled, “Will you please get that thing out of here?”

• Use a colon before a list. For example:

Lizards like to eat the following foods: flies, grasshoppers, crickets, and beetles.

• Use a semicolon to separate two independent clauses. (A clause is independent if it is a complete sentence.) For example:

My sister likes kittens and puppies; I, however, prefer lizards.

Language Part 2: Sentence Structure and Clarity

Sentence Structure and Clarity questions test your ability to construct sentences that are grammatically correct, easy to understand, and not redundant. Your goal is to determine if the sentence contains a mistake and, if it does, decide how to fix it. Keep in mind that sometimes the sample sentence is correct the way it is.

Each question in this section will look like this:



Warm and sunny. It was a perfect day for a wedding.

- A Warm and sunny, it was a perfect day for a wedding.
- B It was warm and sunny, it was a perfect day for a wedding.
- C Warm and sunny it was a perfect day for a wedding.
- D Correct as is

Here is how to approach this question:

1. Cover the answer choices.
2. Read the sentences and decide what the error is. Remember that there is either *one* or *no* error in the sentence. In the sample above, you may notice that a period separates two incomplete thoughts. An incomplete sentence is called a sentence fragment. *You should always avoid sentence fragments.*
3. Think about how you would correct the mistake.

“Style and structure are the essence of a book; great ideas are hogwash.”
—Vladimir Nabokov

4. Now read the answer choices. Answer choice (A) combines the two sentence fragments into one coherent sentence. There appear to be no mistakes in this sentence, so keep answer (A). Remember that even though you think this sentence is correct, you should always read all of the answer choices.
5. Since you already know that the sample is not correct as it is, you can eliminate answer (D).
6. Look at answer choice (B). This answer choice incorrectly rewords the sentence in an awkward manner. Get rid of answer (B).
7. Answer choice (C) is also awkward because it doesn’t have the comma that is needed after the phrase “warm and sunny.” Eliminate answer (C).
8. Now you can be sure that (A) is the correct answer.

Let's try another question:

?

They enjoy going to the pool, but they prefer the beach, which most people think is more fun, and I agree.

- A** They prefer the beach to the pool, which most people think is more fun, and I agree.
- B** Even though they enjoy going to the pool, they prefer the beach, which most people think is more fun, and I agree.
- C** They enjoy going to the pool, but they prefer the beach. Most people think the beach is more fun, and I agree.
- D** Correct as is

Here is how to approach this question:

- 1.** Cover the answer choices.
- 2.** Read the sample sentence and decide what the error is. Remember that there is either one error or no error in the sentence. In this case, you may notice that the sample sentence is a run-on.
- 3.** Think about how you would correct the mistake.
- 4.** Since you already know that the sample sentence is not correct as it is, you can eliminate answer (D).
- 5.** Now look at the answer choices and eliminate the answers that repeat the mistake. You probably had a hard time understanding answer choice (A) because it is also awkwardly worded. Eliminate answer choice (A).
- 6.** Read answer choice (B). This answer jumbles the words around to create another awkward run-on sentence. Get rid of answer (B).
- 7.** Go on to answer choice (C). Is the sentence written clearly? Yes, it is. The correct answer is (C).

Try this one on your own:



She bought the car to drive to work, take weekend trips, and running errands.

- A She bought the car to drive to work, take weekend trips, and ran errands.
- B She bought the car for driving to work, take weekend trips, and running errands.
- C She bought the car to drive to work, take weekend trips, and run errands.
- D Correct as is

Here's a Hint

Always make sure that all of the verb tenses agree in a sentence.

This one is tricky. Give it a try:



The book was so good, I read it all at once in one sitting.

- A The book I read was so good, I read it all at once in one sitting.
- B The book was so good, I read it in one sitting.
- C The book being so good, I read it in one sitting all at once.
- D Correct as is

Here's a Hint

There is one type of error that is very difficult to catch because it is a language problem, not a grammar problem. Can you see a problem in this example?

Sentence Structure and Clarity Tips

- **Avoid run-on sentences.** Sometimes a long thought can be stated more clearly when you add a period, comma, semicolon, or a conjunction. Here is an example of a run-on sentence:

Stefan is a very good gymnast he has to practice constantly.

- *Did you notice how hard that sentence was to understand? Here is how you would fix it with a period:*

Stefan is very good gymnast. He has to practice constantly.

- *Here is how you would fix it with a comma and conjunction:*

Stefan is very good gymnast, but he has to practice constantly.

- *Here is how you would fix it with a semicolon:*

Stefan is a very good gymnast; he has to practice constantly.

My dad wants me to be on the football team he played football when he was young.

- **Avoid comma splices.** Here is an example of a comma splice:

In the back of my textbook, I discovered a piece of paper, it contained most of the answers.

Here is how you would correct it:

In the back of my textbook, I discovered a piece of paper that contained most of the answers.

- **Watch out for fragmented sentences that don't form a complete thought.** Sometimes two incomplete thoughts can be combined to make one complete sentence.
- **Make sure that all sentences have parallel structure.** In any series, all verbs must be in the same form.
- **Remember that repetitive wording adds unnecessary clutter to a sentence.**
- **Always think about how you could reword a sentence to improve its clarity.** Try “saying” it in your head. Your spoken language can help you “hear” awkward sentences.

Language Part 3: Style, Content, and Organization

Style, Content, and Organization questions test your ability to combine sentences as well as recognize essential and unnecessary information and use colorful language. In this section, you will be asked to read a short paragraph and answer questions about its style, content, and organization.

Read the paragraph below, and answer the questions that follow:

Paragraph 1

Without elevators, there would be no New York City skyline. More than any other technological advance, it was the invention of the elevator that made skyscrapers possible. People have been able to build huge structures for a long time, but without an easy way to reach the top, such structures could not be used for very much. Could you imagine living on the thirty-first floor of a building if you had to walk up the stairs every day to get home?



Which of the following is the *most interesting* way to write the underlined phrase in the paragraph above?

- A since a long time ago
- B for many years
- C since the time of the pyramids
- D for some time before now

“Style and structure are the essence of a book; great ideas are hogwash.”
—Vladimir Nabokov

Here is how to approach this question:

1. Skim the paragraph quickly.
2. Read the first question. Every question will ask you to change or add to the paragraph. The above question asks you to choose the most interesting way to state the underlined words in the paragraph.
3. Before you look at the answer choices, think about how you would improve the underlined phrase.
4. Now read answer (A). Does it make sense? No, it doesn't. This answer changes the underlined wording into an awkward phrase. Eliminate answer (A).
5. Answer (B) makes sense, but it isn't any more interesting than the underlined phrase. Get rid of answer (B).
6. Now read answer (C). This answer not only makes sense, but it adds a bit of style to the sentence as well. Answer (C) is probably the correct choice, but you should read on in case the last answer choice is better.
7. Answer (D) is uninteresting and poorly worded. Eliminate answer (D).
8. Because answer (C) is the most interestingly worded answer choice, it is the correct answer.

Let's try the next question:



Which of the following sentences does *not* fit in the paragraph?

- A The first skyscrapers were built about one hundred years ago.
- B The Empire State Building is eighty-six stories tall.
- C Buildings that are hundreds of feet tall are now common.
- D The invention of the automobile made long-distance travel easier.

Here is how to approach this question:

1. Read the question and skim the paragraph again. This question asks you to choose a sentence that does *not* belong in the paragraph. *Be especially careful on questions that contain the words except and not. These questions can be tricky!*
2. Read answer choice (A). Does this sentence fit into the paragraph? Yes, it does. Eliminate answer choice (A).
3. Answer choice (B) could also be added to this paragraph. Eliminate answer (B).
4. Now read answer (C). Does this sentence fit into the paragraph? Yes, it does. Eliminate answer (C).
5. Now read answer (D). Remember—the correct answer will be the sentence that does *not* fit into the paragraph. This sentence does not fit because the entire paragraph focuses on the invention of the elevator, not the invention of the automobile. The correct answer is (D).

Paragraph Style, Content, and Organization Tips

- **Use transitions to make your sentences flow smoothly.** Transitions are words that show relationships between sentences. Read the following example:

Jermaine loves strawberries. He is allergic to them.

The above sentences read better when they flow into each other like this:

Jermaine loves strawberries. However, he is allergic to them.

Some other transition words are although, therefore, meanwhile, and except.

- **You can also combine thoughts with conjunctions.** Conjunctions are words that connect phrases in a sentence. Read the following example:

I ate the entire pizza. I was still hungry.

These two sentences flow better when they are combined like this:

I ate the entire pizza, but I was still hungry.

- **Notice how figurative language is used to make a sentence more interesting.** Read the following sentence:

The wind made the long prairie grasses sway.

The sentence above isn't very interesting, is it? Here is the sentence written using figurative language:

The wind produced green, ocean-like ripples in the long prairie grasses.

While the first sentence is not incorrect, the second one is certainly better. Colorful language is an important part of good writing.

Study Skills

The Study Skills section of the SAT-9 tests your ability to find information in such places as reference books, newspapers, and library catalogs.

How to Prepare for Study Skills

Familiarize yourself with the uses of each of the following types of reference materials:

- A *dictionary* gives the pronunciations and meanings of words.
- A *thesaurus* is used for finding synonyms, or words with similar meanings.
- An *atlas* contains maps.
- *Encyclopedias* contain articles in alphabetical order about different things from a wide variety of subjects.
- An *almanac* contains general data, including numbers and statistics. It is not as in-depth as an encyclopedia.
- *Newspapers* contain up-to-date information about current events.
- A *telephone directory* contains telephone numbers and addresses.
- *Books in Print* contains information about all of the books currently being printed and sold.
- *The Readers' Guide to Periodical Literature* is used for finding recent magazine articles about different subjects.

Here are two types of questions that you will be expected to answer:

1. **General.** These questions ask you to find information in reference books like a dictionary, a thesaurus, and *Books in Print*.
2. **Specific.** These questions will give you a sample page from a reference book and expect you to answer questions based on the information it contains.

Tips for Becoming Familiar with Reference Resources

- Visit a library to practice finding information in the sources listed above.
- Learn the purpose of each part of a dictionary entry. Practice writing a sample dictionary entry and then look up the word to see how close you came.
- Practice finding books by using a library catalog. This will help you on questions that refer to an entry in a library catalog.
- Learn how to use a book's index and table of contents. Practice looking up specific topics in the index.

General Study Skills Questions

The first several questions in the Study Skills section are general questions about finding information in reference books.

Here is an example of this kind of question:



Look at these guide words from a page of a dictionary.

salute – sample

Which of the following would be found on this page?

- A sandbar
- B salve
- C salivate
- D sandal

Here is how to approach this question:

1. Look at the word in answer (A). Compare each letter in *sandbar* with each letter in *sample*. You will see that *sandbar* appears *after* this page in the dictionary. Get rid of answer (A).
2. Look at answer (B). Compare the word *salve* with the words *salute* and *sample* as you did with answer choice (A). Because the word in the answer choice fits alphabetically between the two guide words, you know it belongs on this page in the dictionary.
3. Although you think answer (B) is the correct answer, read the other answer choices to make sure. (You can skip this step if you are short on time.) Look at answer (C). Does the word *salivate* appear on this page in the dictionary? No, it appears on a page before this one. Eliminate answer (C).
4. Does the word *sandal* appear on this page in the dictionary? No, it appears on a page after this one. Now you can be sure that (B) is the correct answer.

Here is another general Study Skills question. Try this one on your own:

Here's a Hint



To find the proper way to hyphenate a word at the end of a line of text, you would use —

- A a dictionary
- B a thesaurus
- C an encyclopedia
- D an almanac

A *dictionary* gives you information about word pronunciations and syllables.

A *thesaurus* lists synonyms of words.

An *encyclopedia* contains articles about a wide variety of subjects.

An *almanac* contains general data including numbers and statistics.

Specific Study Skills Questions

Most of the Study Skills section is divided into groups of questions about a particular reference or resource. The resource might be a page from a dictionary, a library catalog entry, a book index, or another tool you might use to study. Here is an example from the Practice Test:

Use this Table of Contents to answer the following questions:

| CONTENTS | |
|--------------------------------|-----|
| Chapter 1 | |
| <i>Atoms</i> | 3 |
| Chapter 2 | |
| <i>Gases</i> | 36 |
| Chapter 3 | |
| <i>Liquids</i> | 61 |
| Chapter 4 | |
| <i>Acids</i> | 78 |
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| acid, definition of | |
| <i>Arrhenius</i> | 79 |
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| <i>molarity</i> | 65 |
| Charles' law | 40 |
| Dalton's law | 58 |
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| freezing point | 69 |
| Graham's law | 41 |
| Hund's law | 21 |
| mass number | 10 |
| neutron | 8–11 |
| nuclear decay, types of, | |
| <i>alpha decay</i> | 111 |
| <i>beta decay</i> | 108 |
| | 114 |
| periodic table | 6, 13, 28 |
| proton | 5–9 |
| quantum theory | 30 |
| valence | 20–21 |



In which chapter would you find information about protons?

- A chapter 1
- B chapter 2
- C chapter 3
- D chapter 4

Here is how to approach this question:

1. Look at answer (A). Look in the index to determine which pages discuss protons. The index shows that protons are discussed on pages 5–9. Now look in the table of contents to find out which chapter contains pages 5–9. Could you find information about protons in chapter 1? Yes! Answer (A) is correct.
2. If you have time, double check the remaining answers to make sure you have chosen correctly. Look at answer (B). Could you find information about protons in chapter 2? No. Eliminate answer (B).

3. Look at answer (C). Could you find information about protons in chapter 3? No. Get rid of answer (C).
4. Look at answer (D). Could you find information about protons in chapter 4? No. Get rid of answer (D).
5. Now you can be sure that answer (A) is the correct choice.

Now try the next question:



Which of the following laws does *not* deal with gases?

- A Boyle's law
- B Charles' law
- C Dalton's law
- D Hund's law

Here is how to approach this question:

1. Look at answer (A). Look up Boyle's Law in the index to find out what page it appears on. The index shows that Boyle's Law is discussed on page 45. Now look at the table of contents to find out which chapter page 45 appears in. Since Boyle's Law appears in the chapter about gases, you can eliminate answer (A).
2. Look at answer (B). Look up the page number of Charles' Law in the index and then look at the table of contents to determine which chapter it is in. Is page 40 part of the chapter about gases? Yes, it is. Eliminate answer (B).
3. Look at answer (C). Does Dalton's Law on page 58 appear in the chapter about gases? Yes, it does. Eliminate answer (C).
4. Look at answer (D). Does Hund's Law on page 21 appear in the chapter about gases? No, it doesn't! Page 21 is part of the chapter about atoms. The correct answer is (D).

Tips to Remember for Study Skills Questions



Prepare for these questions by learning to use all the different types of information sources *before* you take the SAT-9!



Eliminate the answers that you know are wrong first.



Always refer back to the sample information entries with each new answer choice. Don't rely on your memory!



Be sure to read each question slowly and carefully. Careless reading will result in mistakes!



If you don't know the answer to a question, guess and move on.

The Language SA Test

The Language SA questions test the same skills as the Spelling, Study Skills, and Language sections. You will only take the Language SA section of the test if you do not take the Spelling, Study Skills, and Language sections as well. The Language SA section requires you to use these skills the same way you would in real life.

How to Prepare for Language SA

If your teacher tells you that you will be taking the Language SA portion of the test, do the following:

- **Review the Spelling section of this book.**
Look up all of the words that you misspell on homework assignments.
- **Review the Study Skills section of this book.** Learn about all of the information source books and practice using them.
- **Review the Language section of this book.** Practice using proper grammar, punctuation, and figurative language in all of your homework assignments.

There are three types of Language SA questions:

1. **Study Skills.** These questions test your ability to use reference books and other study tools.
2. **Language Skills.** These questions test your knowledge of writing style and grammar.
3. **Spelling.** These questions test your ability to recognize both misspelled and correctly spelled words.

Study Skills

You will be presented with a short description of a situation faced by a student. For instance, the student might be writing a story, a letter, or a report. You will then be asked a couple of questions about where the student should go to find information or how the student should organize the project.

*“To write or even
speak English is not a
science but an art.”
—George Orwell*

Here is an example from the Practice Test:

A rough draft of Simon’s report is below. Use the rough draft to answer questions 7 and 8.

The Life of Samuel Taylor Coleridge

Samuel Taylor Coleridge was one of the greatest poets in the
(1)
English language. He wrote during the Romantic period of English
(2)
literature, which took place in the late 1700s and early 1800s.
His most famous poems are *The Rime of the Ancient Mariner* and
(3)
Kubla Khan.

Samuel Taylor Coleridge was born in England in the year 1772.
(4)
He was an imaginative child who kept to himself. Rather than to
(5) (6)
play with other children, books was what he preferred. He began
(7)
writing poetry as a teenager. A sonnet is a poem that is
(8)
fourteen lines long. He went to college in Cambridge.
(9)



Which of these would be the least important item for Simon to try to include in his report?

- F The place where Coleridge lived
- G The titles of some of Coleridge’s poems
- H The foods Coleridge liked to eat
- J The time when Coleridge lived

Here is how to approach this question:

1. Read the passage and question slowly and carefully.
2. Look at answer (A). Should Simon include information about where Coleridge lived? Yes. Describing where someone grew up is important information to include in a biography. Remember—the correct answer will be the one that is least important to include in a report. These questions can be confusing, so be careful! Get rid of answer (A).
3. Look at answer (B). Should Simon include the names of some of Coleridge’s poems? Yes—this information is important. Eliminate answer (B).

4. Now look at answer (C). Is it important for Simon to include information about Coleridge's favorite foods? No, it isn't. Although it might be interesting information, it is not really important. Keep answer (C).
5. Look at answer (D). Should Simon include information about the time that Coleridge lived? Yes—this information is important to include in a biography. Eliminate answer (D).
6. Now you can be sure that (C) is the best answer.

Style and Grammar

You will be given a version of the student's project and you will be asked questions about how it can be improved. Some questions will be about style; they may ask you which sentences can be combined or which sentences don't belong. Other questions will be about grammar; they will underline a phrase and ask you to correct the grammar.



What is the best way to write sentence 6?

- A Books more than playing with other children was what he preferred.
- B He preferred reading books to playing with other children.
- C To read books is what he preferred instead of playing with other children.
- D Best as is

Here is how to approach this question:

1. Cover your answer choices so they don't confuse you.
2. Read sentence 6. You've probably noticed that this sentence doesn't make much sense. Think about how you would improve it.
3. Now look at answer (A). Is this sentence written correctly? No, this sentence is awkward. Eliminate answer (A).
4. Look at answer (B). Is this sentence written correctly? Yes, it is. Keep answer (B).
5. Even though you think you have found the correct answer, you should always read all of the answer choices just to be sure. Look at answer (C). Is this sentence written correctly? No. Like answer (A), this sentence is awkward. Eliminate answer (C).
6. Look at answer (D). This answer is also worded awkwardly. Get rid of answer (D).
7. Now you can be sure that answer (B) is the correct choice.

Here is another question based on the same passage. Try to answer it on your own.



Which sentence does *not* fit in the report?

- A 5
- B 8
- C 2
- D 3

Spelling

You will be given a sentence with three underlined words and you will be asked if one of them is misspelled.

Here is an example:



The subject of the artical was an arrogant person. No mistake.
F G H I

Here is how to approach this question:

1. Read the sentence slowly and carefully. As you read, decide if any of the underlined words contain an error.
2. Look at answer (A). Is the word *subject* spelled correctly? Yes, it is. Get rid of answer (A).
3. Look at answer (B). Is *artical* spelled correctly? No, it isn't! Correctly spelled, the word should be *article*. Keep answer (B).
4. Even though you think you know the right answer, you should read the rest of the answer choices just to be sure. Is the word *arrogant* spelled correctly? Yes, it is. Eliminate answer (C).
5. Since you know that the sentence contains a mistake, you can get rid of answer (D) .
6. Now you can be sure that (B) is the correct answer.

Tips to Remember for Language SA



The questions on this part of the test are mostly just a review of the material in the Spelling, Study Skills, and Language sections.



Always eliminate the answers that you know are wrong first.



Remember to read all of the answer choices.



Read the passages, questions, and answer choices slowly and carefully.

