

MORE THAN 7 MILLION GRUBER BOOKS SOLD

# GRUBER'S

ESSENTIAL GUIDE

TO TEST

TAKING:

GRADES 6-9

"THE MOST  
PROMINENT TEST-  
PREPARATION  
GURU"  
- CHICAGO TRIBUNE

THE ONLY BOOK THAT GIVES CHILDREN THE TOP TEST-TAKING SKILLS, FEATURING:

- Development of critical-thinking skills that last a lifetime
- Specific preparation for the SSATs, CTBS, ITBSs, CATs, ERBs, MATs, PSATs, SATs and Stanford Achievements Tests
- Foolproof methods for zeroing in on correct answers
- Key math rules, concepts and shortcuts children need to know to take any test successfully
- Essential grammar skills and vocabulary lists required for all standardized tests
- Proven reading comprehension techniques
- Easy-to-learn strategies for reducing test-taking anxiety in children
- Practical methods for showing children how to realize their true potential

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## VERBAL

### 1. Analogies.

This type of test shows whether your child can reason with words. It tests to see whether your child can make meaningful analogies between sets of words. This is perhaps the best way to test *verbal* aptitude or intelligence. Sometimes the questions also test vocabulary, especially if the words in the analogy or in the choices are difficult.

### 2. Vocabulary.

This type of test shows whether the student knows the meanings of certain words important to his or her projected level of reading or comprehension. The questions that appear can be in many different forms. *Opposites* of words may be tested; *prefixes*, *suffixes*, or *roots* of words may be tested. A word might also have to be defined based on the *context* of a sentence.

### 3. Sentence completion.

This type of test determines whether the child can fill in a missing word based on the context of the rest of the sentence. It actually tests two things: reading comprehension and analytical ability. Vocabulary also is sometimes tested.

### 4. Reading comprehension.

This type of test reveals to what extent your child can comprehend a reading passage. The question may ask the child to recall specific things in the passage; it may ask the child to infer certain things from reading the passage; or it may ask the child to select the best title for the passage. The reading comprehension question can take on many different forms. Usually a passage from fifty to three hundred words is presented with questions that follow. However, your child may be given only a single sentence and a question about the sentence.

### 5. Writing ability.

This type of test tells you how well your child can write conforming to standard rules of written English. The questions test whether and to what extent your child knows when and how to *capitalize* and *punctuate*, and how to *express a sentence clearly*. The more your child reads, and the more you talk with your child, the more familiar he or she will be with the rules of English and thus be able to express sentences with good English grammar.

## 1. CODE THE QUESTIONS

When your child is not sure of an answer to a question, he or she should put a question mark before the question number and not spend much time on the question. Your child can always go back to the question if there is time, and he or she will know which questions to go back to by seeing the coded question marks.

Here's an example: (A check [✓] can also be used for questions your child thinks he or she got right.)

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### EXAMPLE

Choose the word that is closest in meaning to the *capitalized* word:

- ✓ 1. ADMIRE (A) work (B) like (C) set (D) hurt
- ? 2. VAPOROUS (A) tired (B) simple (C) like a gas (D) hot
- ✓ 3. VAST (A) big (B) simple (C) broken (D) close

You should encourage your child to make as many marks on the question paper as he or she needs to. Many students try to keep their question paper clean. That's a mistake. The question papers aren't graded—only the answer sheets.

## 2. DON'T GET LURED INTO THE CHOICE A CHOICE!

One of the pitfalls confronting all test takers is the tendency to get lured into wrong but good-looking choices, that is, choices that sound correct. And usually this lure is Choice A, because the test makers realize that that's the first choice your child will see. Here's an example.

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### EXAMPLE

What is the smallest amount of an American coin that is greater in value than a nickel (5¢)?

- (A) 6¢ (B) 7¢ (C) 8¢ (D) 9¢ (E) 10¢

Your child may choose 6¢, since 6¢ is greater than 5¢. That's a lure. If your child reads the question more carefully, he or she will realize that what is being described is a coin greater in value than 5¢. That's a dime (10¢). Your child should be wary and think twice about these seemingly easy Choice A answers.

## 3. DON'T LEAVE ANSWERS BLANK ON THE ANSWER SHEET

Have your child make sure that he or she never leaves an answer blank on the answer sheet. He or she should solidly mark in the answer to each question:

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**EXAMPLE**

- 1 (A) (B) (C) (D) (E)  
 2 (A) (B) (C) (D) (E)  
 3 (A) (B) (C) (D) (E)

For any answer that your child has guessed at, he or she can always put a question mark beside it, so that later he or she can change this answer. The reason for marking every answer is to avoid the possibility of mismarking the answer sheet, by putting the right answer in the wrong box, because of a skipped answer. Your child should answer every question even if there's a penalty for guessing incorrectly, because the penalty is much offset by the probability of a right answer. Your child should never never leave an answer blank if he or she can eliminate one or more incorrect choices.

*4. DEVELOP GOOD TIMING*

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**WHEN CERTAIN ABOUT AN ANSWER**

If your child feels immediately that one of the choices is correct, he or she shouldn't spend any time looking at the other choices, but should mark the answer sheet with that choice. However, he or she should be sure that the choice is not merely a lure choice (Choice A). If there is no reason to suspect this, your child need not waste time considering other choices that are necessarily incorrect.

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**WHEN SKIPPING QUESTIONS**

Make sure your child knows that if he or she skips a question, he or she must also skip the number on the answer sheet. Your child should make sure that each answer is marked in the space numbered the same as the question being answered.

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**TOWARD THE END OF THE TEST**

When the exam proctor announces that there are, let's say, ten minutes left, your child should complete all the questions he or she can in that time. If there is some time remaining after all the answer boxes have been filled, your child should recheck the answers about which he or she was not sure. It is permitted to change answers on the answer sheet. However, if your child wants to change an answer, he or she should erase the first answer completely, and then fill in the new choice. Your child should always spot-check to see that all answer boxes have only one answer filled in; otherwise the box will be marked wrong, even if one of the answers was correct. Your child should also spot-check the answers to those questions about which he or she was certain, to be sure that the answer was put in the right answer box. He or she should do this with a few answers; this will ensure against losing a whole string of points because of one mis-marked answer.

# VERBAL STRATEGIES

Before beginning to work on the verbal strategies presented in this part of the book, review the four-step learning method described in the "Introduction to Parents," on page 16.

## ANALOGIES

Analogies are used on many standardized tests, and many educators feel that analogies are the best indicators of “intelligence” and “aptitude.” Analogies require students to think abstractly and analytically as opposed to working out problems in a rote fashion.

Here is a simple example of an analogy:

### EXAMPLE 1

CHILD : ADULT ::

- (A) man : boy
- (B) servant : master
- (C) kitten : cat
- (D) actor : director

The question asks the following: CHILD is related to ADULT in which way? The same way that (A) man is related to boy, (B) servant is related to master, etc.

### Analogy Strategy—Always Put Analogies in Sentence Form

It is advisable to show your child the best way of attacking analogy questions *before* he or she learns the wrong method. It is very easy to be lured into a wrong but good-sounding answer to an analogy question. For instance, in the example just given, one might at first glance think that CHILD is comparable to boy, and ADULT to man, and so select Choice A, which is incorrect. Or, one might choose B, because the relation of a CHILD to an ADULT seems like that of a servant to a master. But Choice B is also wrong. And so on.

But there's a fail-safe way to answer analogies without being lured into the wrong choices: *You put the analogy in the form of a sentence and then find the words in the choice that fit the same sentence form.*

In solving Example 1, you would say, A CHILD grows up into an ADULT. Now try each of the choices using the same sentence form:

- (A) A man grows up into a boy. The truth is just the opposite. So go on to B.
- (B) A servant grows up into a master. This isn't true either. Go on to C.

- (C) A kitten grows up into a cat. This is true. But go to D to make sure.
- (D) An actor grows up into a director. This could be, but is not necessarily true.

So the only answer that fits is Choice C, which is the correct answer. This sentence method is very powerful, and if your child uses it, he or she will never have trouble with analogies. The method will last him or her an academic lifetime, from grade school through graduate school.

Here's a more difficult example:

## EXAMPLE 2

HELMET : HEAD ::

- (A) glove : hand  
 (B) tie : shirt  
 (C) stocking : shoe  
 (D) thimble : finger

Note that if you do not use the sentence method just shown, you can easily be lured into any of the choices, since they all sound like they're associated with the analogy HELMET : HEAD. Therefore, the most exact sentence possible must be used, and then all the choices tried with the same sentence.

Here's a good sentence: A HELMET is worn over the HEAD. Now try the choices.

- (A) A glove is worn over the hand. This sounds good.  
 (B) A tie is worn over the shirt. This too sounds good.  
 (C) A stocking is worn over the shoe. No.  
 (D) A thimble is worn over the finger. Yes.

So which is the right choice? Since there is more than one choice that sounds good, we must *modify* the sentence to make it *more exact*. What does a HELMET really do? It is not just worn over the head, it is used primarily to *protect* the head from a solid and perhaps sharp object. So we can say, A HELMET is worn over the HEAD to *protect* it from objects. Try the choices now.

- (A) A glove is worn on the hand to protect the hand from objects. No.  
 (B) A tie is worn on the shirt to protect the shirt from objects. No.  
 (D) A thimble is worn on the finger to protect the finger from objects. Yes!

So Choice D is correct.

If your child understands the above analogy, he or she can understand practically any analogy, whether it's on a sixth grade test or a graduate school test!

Let's look at one more analogy example:

### EXAMPLE 3

ROBBERY : THIEF ::

- (A) diamonds : burglar
- (B) hostage : kidnapper
- (C) crime : jail
- (D) forgery : counterfeiter

All of the choices look as if they bear some relation to the capitalized words in the question. For example, you might associate diamonds with ROBBERY and burglar with THIEF (Choice A). Let's get a good sentence: A ROBBERY is committed by a THIEF. Now look at the choices.

- (A) Diamonds are committed by a burglar. Ridiculous.
- (B) Hostage is committed by a kidnapper. This doesn't make sense.
- (C) Crime is committed by a jail. This too is ridiculous.
- (D) Forgery is committed by a counterfeiter. Yes.

Choice D is correct.

There is something very interesting about the sentence method. Even if you didn't know the meaning of counterfeiter or forgery, you could still have got the right answer by eliminating the first three choices.

### Most Common Types of Analogies

Here is a list of the most common types of analogies found on standardized tests. It is not important for your child to memorize this list, but it would be a good idea for your child to be aware of these types. Thus when he or she attempts to answer an analogy question, somewhere in your child's mind he or she should realize the type of analogy that will lead to the correct relationship in the analogy.

#### TYPE OF ANALOGY

PART-WHOLE \*

#### TEST EXAMPLE

LEG : BODY

(LEG is *part* of the *whole* BODY.)

## PURPOSE

*(what it does)*

COW : ANIMAL

*(COW is part of the whole family of ANIMALS.)*

SCISSORS : CUT

*(A SCISSORS is used for the purpose of CUTTING.)*

COPY MACHINE : DUPLICATE

*(The purpose of a COPY MACHINE is to DUPLICATE.)*

## DEGREE

*(how much)*

GRIN : LAUGH

*(The act of GRINNING is not as intense [degree] as LAUGHING.)*

SHOCKED : SURPRISED

*(Being SHOCKED is much more intense [degree] than being SURPRISED.)*

## CAUSE-EFFECT

*(what happens)*

PRACTICE : IMPROVEMENT

*(PRACTICE causes the effect of IMPROVEMENT.)*

SCOLD : HURT

*(SCOLDING causes the effect of HURT in a person.)*

## OPPOSITE

LIGHT : DARK

*(LIGHT is the opposite of DARK.)*

ADMIRE : DISLIKE

*(ADMIRE is the opposite of DISLIKE.)*

## ASSOCIATION

*(what you think of when you see this)*

COW : MILK

*(COWS are associated with giving MILK.)*

BANK : MONEY

*(A BANK is associated with MONEY.)*

## ACTION-OBJECT

*(doing something with or to something else)*

FLY : AIRPLANE

*(You FLY [action] an AIRPLANE.)*

## CHARACTERISTIC

*(what the thing is like)*LOCATION OR  
HABITAT—OBJECT*(where things are kept or live)*

## USER-TOOL

*(what a person uses to create something)*

## SHOOT : GUN

*(You SHOOT [action] a GUN.)*

## SANDPAPER : ROUGH

*(A main characteristic of SANDPAPER is that it's ROUGH.)*

## CLOWN : FUNNY

*(A main characteristic of a CLOWN is that he's FUNNY.)*

## MONKEY : JUNGLE

*(A MONKEY lives in the JUNGLE.)*

## CAR : GARAGE

*(A CAR is kept in a GARAGE.)*

## PAINTER : BRUSH

*(A PAINTER uses a BRUSH.)*

## PHOTOGRAPHER : CAMERA

*(A PHOTOGRAPHER uses a CAMERA.)*

\* All these can work in reverse: That is, you could also have BODY : LEG, ANIMAL : COW, etc., as examples of the type of analogy, WHOLE-PART.

Remember, these examples just given are only for the purpose of making your child familiar with the different and most common types of analogies. Normally when your child attacks an analogy question, he or she will *not verbalize* that the type of analogy is, for example, *purpose*. However, after being exposed to these types, your child will have a better sense of the analogy he or she is dealing with.

## Practice Exercises and Explanatory Answers

Have your child try the following analogies (five at a time). Then check his or her answers, which follow the sets of five questions. Go over the answers with your child, making sure that he or she puts the analogy in *sentence form*, as in the examples just shown.

### QUESTIONS

1 SCISSORS : CUT ::

- (A) spoon : fork
- (B) hammer : nail
- (C) broom : sweep
- (D) knife : sharpen

2 SAFE : DANGEROUS ::

- (A) wild : frightened
- (B) strong : weak
- (C) long : thin
- (D) angry : sad

3 WATCH : TELEVISION ::

- (A) see : concert
- (B) swim : mile
- (C) hear : head
- (D) listen : radio

4 CAPTURE : LOSE ::

- (A) buy : steal
- (B) push : shove
- (C) develop : destroy
- (D) come : remain

5 BASEBALL : BAT ::

- (A) chess : chessboard
- (B) racetrack : horses
- (C) football : yardline
- (D) tennis : racket

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## QUESTIONS

6 RAIN : DRIZZLE ::

- (A) weather : forecast
- (B) gale : breeze
- (C) storm : hurricane
- (D) cloud : sky

7 PICTURE : SEE ::

- (A) television : dial
- (B) play : act
- (C) music : hear
- (D) flower : touch

8 SALMON : FISH ::

- (A) cow : meat
- (B) spider : web
- (C) sparrow : bird
- (D) monkey : cage

9 SCALE : WEIGHT ::

- (A) speedometer : car
- (B) clock : time
- (C) oven : temperature
- (D) telephone : distance

10 GIRAFFE : ZOO ::

- (A) buffalo : Indian
- (B) tropical fish : aquarium
- (C) elephant : jungle
- (D) dinosaur : museum

Look at Choice C:

An elephant (a *live* animal) can be found in the *jungle*, which is not the elephant's natural habitat. That's false—the jungle *is* the elephant's natural habitat. So Choice C is ruled out.

Look at Choice D:

A dinosaur (which is *not live*—the dinosaurs haven't existed for years!) . . . so that's false. Choice D is ruled out! Thus only Choice B remains.

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## QUESTIONS

11 HAT : HEAD ::

- (A) glove : hand
- (B) tie : shirt
- (C) dress : lady
- (D) cigarette : mouth

12 TENT : CAMPING ::

- (A) house : running
- (B) job : working
- (C) car : picknicking
- (D) rod and reel : fishing

13 ORANGE : FRUIT ::

- (A) puddle : water
- (B) apple : vegetable
- (C) fly : insect
- (D) meat : dinner

14 POOL : SWIMMING ::

- (A) gymnasium : basketball
- (B) lake : flying
- (C) home plate : baseball
- (D) sword : fencing

15 DOCTOR : PATIENT ::

- (A) lawyer : court
- (B) plumber : toilet
- (C) comedian : joke
- (D) veterinarian : animal

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**QUESTIONS**

**16 CARPENTER : WOOD ::**

- (A) electrician : light
- (B) plumber : water
- (C) sculptor : clay
- (D) artist : picture

**17 BOW : VIOLIN ::**

- (A) compose : piano
- (B) sing : guitar
- (C) strum : banjo
- (D) vibrate : cello

**18 LAUGH : SMILE ::**

- (A) shout : whistle
- (B) pull : stretch
- (C) hit : tap
- (D) touch : snap

**19 GENERAL : ARMY ::**

- (A) pilot : airport
- (B) passenger : car
- (C) captain : ship
- (D) singer : orchestra

**20 EAT : RESTAURANT ::**

- (A) drink : water
- (B) walk : road
- (C) cook : kitchen
- (D) chair : table

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**QUESTIONS**

**21 BUILDING : CITY ::**  
(A) office : desk  
(B) tree : country  
(C) house : lake  
(D) restaurant : movie

**23 RECTANGLE : FOUR ::**  
(A) half : two  
(B) cent : hundred  
(C) triangle : three  
(D) score : twenty

**25 CAT : MEOW ::**  
(A) bee : sting  
(B) horse : cat  
(C) cow : milk  
(D) frog : croak

**22 THIEF : STEAL ::**  
(A) actor : sing  
(B) criminal : stop  
(C) customer : buy  
(D) policeman : watch

**24 MOON : EVENING ::**  
(A) cloud : sky  
(B) butter : toast  
(C) earth : planet  
(D) sun : morning

# VOCABULARY

## VOCABULARY STRATEGY 1: Learn Prefixes and Roots

Any educator will tell you that the best way to increase vocabulary is to learn the important *prefixes* and *roots* of words. How many words can be learned from prefixes and roots? Well, studies have shown that the following list of 29 prefixes and 25 roots will give the meaning of over 125,000 words. Not bad for learning just 54 items!

This is, of course, just one way to increase vocabulary. The other way is to have your child read as much as he or she can—read anything, from children's books and magazines to newspapers—and *look up words* that are unfamiliar. In the meantime, here are the prefixes and roots:

### PREFIXES

PREFIX	MEANING	EXAMPLES
1. ab, a, abs	away from	<u>absent</u> —not to be present, <u>away</u> <u>abscond</u> —to run <u>away</u>
2. ad (also ac, af, an, ap, as, at)	to, toward	<u>adapt</u> —to fit <u>into</u> <u>adhere</u> —to stick <u>to</u> <u>accord</u> —agreement with <u>affect</u> —to imitate <u>annex</u> —to add or join <u>appeal</u> —a request <u>assume</u> —to undertake <u>attract</u> —to draw near
3. anti	against	<u>antifreeze</u> —a substance used to <u>prevent</u> freezing <u>antisocial</u> —refers to somebody who's <u>not</u> social

4. bi two  
 bicycle—a two-wheeled cycle  
 bimonthly—twice monthly
5. circum, cir around  
 circumscribe—to draw around  
 circle—a figure that goes all around
6. com, con, co, col with, together  
 combine—to bring together  
 contact—to touch together  
 collect—to bring together  
 co-worker—one who works with a worker
7. de away from, down, the opposite of  
 depart—to go away from  
 decline—to turn down
8. dis apart, not  
 dislike—not to like  
 dishonest—not honest  
 distant—apart
9. epi upon  
 epitaph—a writing upon a tombstone
10. equ, equi equal  
 equalize—to make equal  
 equitable—fair, equal
11. ex, e, ef out, from  
 exit—to go out  
 eject—to throw out
12. in, il, ig, ir, im not  
 inactive—not active  
 illegal—not legal  
 ignoble—not noble  
 improbable—not probable  
 irreversible—not reversible
13. in, il, ir, im into  
 inject—to put into  
 impose—to force into

		<u>illustrate</u> —to put <u>into</u> <u>example</u>
		<u>irritate</u> —to put <u>into</u> <u>discomfort</u>
14. inter	between, among	<u>international</u> — <u>among</u> <u>nations</u>
		<u>interpose</u> —to put <u>between</u>
15. mal, male	bad, wrong, ill	<u>malady</u> — <u>illness</u>
		<u>malfunction</u> —to <u>fail to</u> <u>function</u> ; bad functioning
		<u>malevolent</u> —bad
16. mis	wrong, badly	<u>mistreat</u> —to treat <u>badly</u>
		<u>mistake</u> —to get <u>wrong</u>
17. mono	one, alone	<u>monopoly</u> — <u>one</u> <u>ownership</u>
		<u>monologue</u> —speech by <u>one person</u>
18. non	not, the reverse of	<u>nonsense</u> —something that does <u>not</u> make sense
		<u>nonprofit</u> — <u>not</u> making profit
19. ob	against, in front of, in the way of	<u>obstacle</u> —something that stands <u>in the way of</u>
		<u>obvious</u> — <u>right in front,</u> <u>apparent</u>
20. omni	everywhere, present everywhere	<u>omnipresent</u> — <u>present</u> <u>everywhere</u>
21. pre	before, earlier than	<u>preview</u> —a viewing that goes <u>before</u> another viewing
		<u>prehistorical</u> — <u>before</u> <u>written history</u>
22. post	after	<u>postpone</u> —to do <u>after</u>
		<u>postmortem</u> — <u>after</u> death

23. pro	forward, going ahead of, supporting	<u>proceed</u> —to go <u>forward</u> <u>prowar</u> — <u>supporting</u> the war
24. re	again, back	<u>retell</u> —to tell <u>again</u> <u>recall</u> —to call <u>back</u>
25. sub	under, less than	<u>submarine</u> —boat that goes <u>under</u> water <u>subway</u> —an <u>underground</u> train
26. super	over, above, greater	<u>superstar</u> —a star <u>greater</u> than other stars <u>superimpose</u> —to put <u>something over</u> something else
27. trans	across	<u>transcontinental</u> — <u>across</u> the continent <u>transit</u> —act of going <u>across</u>
28. un	not	<u>unhelpful</u> — <u>not</u> helpful <u>uninterested</u> — <u>not</u> interested
29. un, uni	one	<u>unity</u> — <u>oneness</u> <u>unidirectional</u> —having <u>one</u> direction <u>unanimous</u> —sharing <u>one</u> view

### ROOTS

ROOT	MEANING	EXAMPLES
1. act, ag	to do, to act	<u>activity</u> — <u>action</u> <u>agent</u> —one who <u>acts</u> as representative
2. cap, capt, cip, cept, ceive	to take, to hold	<u>captive</u> —one who is <u>held</u> <u>receive</u> — <u>to take</u> <u>capable</u> —to be able to <u>take hold</u> of things

3. cede, cede, cess to go, to give in

4. cred, credit to believe

5. curr, curs, cours to run

6. dic, dict to say

7. duc, duct to lead

8. fac, fact, fic, fect, fy to make, to do

recipient—one who takes hold

reception—the process of taking hold

precede—to go before

access—a means of going to

proceed—to go forward

credible—believable

incredible—not believable

credit—belief, trust

current—now in progress, running

precursory—running (going) before

recourse—to run for aid

diction—verbal saying (expression)

indict—to say or make an accusation

indicate—to point out or say by demonstrating

induce—to lead to action

aqueduct—a pipe or waterway that leads water somewhere

facile—easy to do

fiction—something that has been made up

efficient—made effectively

satisfy—to make fulfilled

factory—a place that makes things

affect—to make a change in

9. fer, ferr	to carry, bring	defer— <u>to carry</u> away (put away) referral—the <u>bringing</u> of a source for help or information
10. jec, ject	to throw, to put forward	trajectory—the path of an object that has been <u>thrown</u> project— <u>to put forward</u>
11. lat	to carry, bring	collate— <u>to bring</u> together
12. mit, mis	to send	admit— <u>to send</u> in missile—something that gets <u>sent</u> through the air
13. par	equal	parity— <u>equality</u> disparate—not <u>equal</u> , not alike
14. plic	to fold, to bend, to turn	complicate— <u>to fold</u> (mix) together implicate— <u>to fold in</u> , to involve
15. pon, pos, posit, pose	to place	component—a part <u>placed</u> together with other parts transpose— <u>to place</u> across compose— <u>to put into place</u> many parts deposit— <u>to place</u> for safekeeping
16. scrib, script	to write	describe— <u>to write</u> or tell about transcript—a <u>written</u> copy
17. sequ, secu	to follow	sequence—in <u>following</u> order consecutive—one <u>following</u> another
18. spec, spect, spic	to appear, to look	specimen—an example <u>to look at</u>

19. sta, stat, sist, stit to stand

inspect— to look over  
conspicuous—to appear  
 different; standing out

constant— standing with  
status—social standing  
stable—steady ( standing )  
desist— to stand away  
 from

constituent— standing as  
 part of a whole

20. tact to touch

contact— to touch  
 together

tactile—to be able to be  
touched

21. ten, tent, tain to hold

tenable—able to be held;  
holding

retentive— holding

maintain—to keep or hold  
 up

22. tend, tens to stretch

extend— to stretch or  
 draw out

tension— stretched

23. tract to draw

attract— to draw together

contract—an agreement  
drawn up

24. ven, vent to come

convene— to come  
 together

advent—a coming

25. vert, vers to turn

avert— to turn away

revert— to turn back

reverse— to turn around



		teacher— <u>one who</u> teaches
		creator— <u>one who</u> creates
5. ar, ary	connected with, related to	ocular— <u>related to</u> the eye
		beneficiary— <u>connected with</u> one who receives benefits
6. ence	the quality of, the act of	existence— <u>the act of</u> existing
7. ful	full of	fearful— <u>full of</u> fear
8. ic, ac, il, ile	of, like, pertaining to	cardiac— <u>pertaining to</u> the heart
		civil— <u>pertaining to</u> citizens
		infantile— <u>pertaining to</u> infants
		acidic— <u>like</u> acid
9. ion	the act or condition of	correction— <u>the act of</u> correcting
10. ism	the practice of, support of	patriotism— <u>support of</u> one's country
11. ist	one who does, makes	artist— <u>one who</u> creates art
12. ity, ty, y	the state of, character of	unity— <u>the state of</u> being one
		shifty— <u>state of</u> shifting around
		showy— <u>the state of</u> always showing oneself
13. ive	having the nature of	active— <u>having the nature</u> <u>of</u> acting or moving
14. less	lacking, without	heartless— <u>without</u> a heart
15. logy	the study of	biology— <u>the study of</u> life processes
16. ment	the act of, the state of	retirement— <u>the state of</u> being retired

17. ness	the quality of	<u>eagerness</u> — <u>the quality of being eager</u>
18. ory	having the nature of, a place or thing for	<u>laboratory</u> — <u>a place where work is done</u>
19. ous, ose	full of, having	<u>dangerous</u> — <u>full of danger</u> <u>verbose</u> — <u>full of words or wordy</u>
20. ship	the art or skill of, the ability to	<u>leadership</u> — <u>the ability to lead</u>
21. some	full of, like	<u>troublesome</u> — <u>full of trouble</u>
22. tude	the state or quality of, the ability to	<u>aptitude</u> — <u>the ability to do</u>
23. y	full of, somewhat, somewhat like	<u>musty</u> — <u>having a stale odor</u> <u>chilly</u> — <u>somewhat cold</u> <u>willowy</u> — <u>like a willow</u>

Now that your child has already looked at the section on prefixes and roots, and after you have explained the suffixes with examples, let's see how your child does with these questions. Some involve knowing suffixes only, but others involve knowing a combination of prefixes, roots, and suffixes.

## QUESTIONS

- 1 What is the meaning of tenacious?
- 2 What is the meaning of irreversible?
- 3 What is the meaning of precursor?
- 4 What is the meaning of unidirectional?
- 5 What is the meaning of parity?
- 6 What is the meaning of tactile?
- 7 What is the best meaning of the underlined suffix? director  
(A) one who (B) place where (C) quality of (D) full of
- 8 What is the best meaning of the underlined suffix? anthropology  
(A) being (B) the quality of (C) the study of (D) place where

9 Which is the *prefix* of the following word? inject

- (A) i (B) in (C) inj (D) inject

10 Which is the *suffix* of the following word? antagonism

- (A) nism (B) ism (C) ant (D) onism

---

## ANSWERS

After you have gone over your child's work for the preceding ten questions, describe how to answer the questions using the following explanations.

1 tenacious: ten = to hold acious = having the quality of  
So tenacious = having the quality of holding on to

2 irreversible: ir = not re = again, back vers = turning  
ible = able to  
So irreversible = not being able to turn back

3 precursor: pre = before curs = to run or = one who  
So precursor = something that runs before or comes before

4 unidirectional: uni = one ion = the act of al = having the  
quality of  
So unidirectional = having the quality of acting in one direction

5 parity: par = equal ity = the character of  
So parity = the state or character of being equal

6 tactile: tact = to touch ile = pertaining to  
So tactile = pertaining to something that can be touched

7 The or in director is the suffix that means *one who* (A).  
Director means *one who directs*.

8 The logy in anthropology is the suffix that means *the study of*  
(C).  
Anthropology is *the study of man*.

9 The prefix of the word inject is in. Inject means *to put into*.

10 The suffix of the word antagonism is ism. Ism means *the practice of*.  
Antagonism means *the practice of antagonizing or hostility*.

## Essential Word List for Grades 6 • 7 • 8 • 9

What follows is a list of 268 words. This list was painstakingly derived from the words *most frequently* found on standardized tests, and contains words your child should know. Have your child look up in the dictionary 5 words per day. This list purposely does not contain the meanings of these words, because *your child should get used to using the dictionary*, and discover the meaning of the words himself or herself. Have your child check the words for which he or she has already found the meanings.

abandon	attire	contemplate	encourage
abnormal	attitude	contempt	endorse
abolish	audience	controversy	enormous
abrupt	authority	creep	erroneous
absolutely	aware	cunning	escalate
absorb	baffle	curb	eternal
abstruse	bewildering	cured	evade
absurd	bigoted	curiosity	evaporate
abundant	blend	customary	evidence
accidentally	boast	dally	exaggerate
acquiescent	bountiful	decent	excessive
adept	brevity	deface	exile
adjust	brilliant	deficiency	expansion
administration	capillary	demolish	extensive
admire	career	deposit	fatal
adversary	cargo	designate	feasible
agility	catastrophe	desolation	federation
alertness	cautious	directory	feign
allegiance	cavity	discouraged	felonious
ambiguous	chore	disguise	ferocity
ambush	coax	disorder	fertile
ample	colossal	disposition	festive
amplify	command	disqualify	filch
amused	comment	distress	flux
annex	commotion	donate	forage
annul	compactly	durable	fortify
approximately	complicated	earnest	fragrance
ardently	composed	eccentric	frigidity
assuredly	comprise	edible	fulfill
attain	conflict	eliminate	fundamental
	constrain	embellish	

global	margin	proclaim	undoubtedly
grandeur	massive	prosperity	universally
gratify	mature	protest	unravel
guarantee	maximum	provision	urgent
	meager	query	
handicap			valor
hesitate	melodious	reiterate	vaporous
hew	menace	reliability	vast
hindrance	miniature	reluctant	venison
humane	minimum	renown	venture
husky	moist	replenish	
			verdict
identify	monopoly	represent	vexation
ignite	murmur	reticent	vigilance
ignore	negligence	revise	vigorous
illiterate	notable	rotated	violent
imitate	notify		
		sabotage	vision
immaculate	nucleus	sacrifice	visionary
impeccable	obviously	salvage	vocation
impudent	optimistic	sarcastic	vocational
incessantly	orderly	scandalous	volition
inconspicuous	ordinarily	seal	volume
	original		
indecision		sequence	wailing
indicate	parch	serious	wary
inflexible	particular	smolder	wholesome
inquisitive	patiently	solemn	withered
intention	peril	solitary	
			withhold
interfere	permanent	soothe	yearn
intricate	persist	specific	zeal
intrude	persuade	stationary	
inundate	petition	strenuous	
invasion	petty	submit	
		sullen	
investigate	placate	swindler	
involved	placid		
isolation	pomp	torrid	
keenest	portal	tortuous	
knack	positive	trail	
knoll			
	precious	tranquil	
laudable	preliminary	travail	
legend	premature	treaty	
leniently	prevalent	trek	
loathe	prior	triumph	
		turbulence	

## SENTENCE COMPLETIONS

Sentence completion questions basically test your child's ability to use words correctly in sentences, that is, to fit the right word to the meaning of a particular sentence (or context). There are essentially two types of sentence completion questions. In the first type, there is a sentence in which a word is underlined and its meaning has to be understood from the context in the sentence. In the second type, there is a sentence with a missing word (indicated by a blank), and the correct word must be supplied.

### SENTENCE COMPLETION STRATEGY 1:

#### Try All of the Choices

Here's an example of the first type of sentence completion question:

#### EXAMPLE

He is not convinced that you can do the job on time. Convinced means

- (A) interested
- (B) daring
- (C) persuaded
- (D) rushed

Here you can try all the choices to see which one fits best in the sentence. That is, of course, if you don't know the meaning of the word convinced.

Try (A): He is not interested that you can do the job on time.  
This is possible but not that good.

Try (B): He is not daring that you can do the job on time.  
This doesn't make sense.

Try (C): He is not persuaded that you can do the job on time.  
This sounds good.

Try (D): He is not rushed that you can do the job on time.  
This doesn't make sense.

So the best fit is Choice C. Note that if you didn't know what the word persuaded meant, you could have eliminated the other choices by this method.

Here's an example of the second type of sentence completion question:

---

**EXAMPLE**

He did very well on the exam \_\_\_\_\_ the fact that he hardly studied.

- (A) despite
- (B) plus
- (C) and
- (D) except

The easiest way to answer this question is to try each of the choices, as you did with the previous example, until you've found the word that seems to fit. For this example, you should know that Choice A (despite) is the right word.

### SENTENCE COMPLETION STRATEGY 2:

#### Look for Clues and Key Words

There is, however, a much more accurate method of answering these questions: Look for clues that will suggest the missing word. You can do this by studying the *structure* of the sentence. The sentence in the example above says, "He did well on the exam . . ." and ". . . he hardly studied." You should reason that "hardly studying" somewhat contradicts the fact that "he did well." So the *missing word* is a *link* that describes a *contradiction*. The word/words could be

- in spite of
- regardless of
- despite

You can now see why Choice A fits best.

Here's another example of the second type of sentence completion question:

---

**EXAMPLE**

She was really \_\_\_\_\_ in public, but she was hated at home.

- (A) smart
- (B) silly
- (C) likable
- (D) despised

You can, of course, try each choice in the sentence and probably find that Choice C fits. However, it's a good idea to get used to the more

effective method, which uses a critical-thinking approach. The word but gives us a clue that while one thing is happening in one part of the sentence, the *opposite* thing is happening in the other: "She was hated at home"; "she was \_\_\_\_\_ in public." The missing word must be the opposite of the word hated. Choice C describes a good opposite.

### Sentence Completion Exercises and Explanatory Answers

The following are examples of the first type of sentence completion problem. Have your child do these after you have explained to him or her the strategies just described.

## QUESTIONS

- 1 Some items are made to last a lifetime, whereas others are made to be quickly consumed.

The word consumed means

- (A) to be used up
- (B) to be praised
- (C) to be eaten
- (D) to be sold

- 2 In order to find out what caused the disease, the doctors had to isolate the disease germs.

Isolate means

- (A) intensify
- (B) separate
- (C) calculate
- (D) destroy

- 3 Because he cheated on the exam, he was penalized by losing 20 points.

Penalized means

- (A) gratified
- (B) pardoned
- (C) supported
- (D) punished

- 4 Everybody understood exactly what he was saying because he gave such a lucid speech.

Lucid means

- (A) vibrant
- (B) slow
- (C) clear
- (D) wild

- 5 John has to travel many hours to his job because he resides far from where he works.

Resides means

- (A) travels
- (B) lives
- (C) plays
- (D) comes

---

**ANSWERS**

After your child tries the preceding exercises, explain the answers below to him or her, and check to see how your child approached each question.

1 (A) "Some items are made to last a lifetime, whereas others . . ." Whereas tells us that others will not last a lifetime. Thus the word consumed must mean to be used up.

2 (B) If your child does not know the meaning of the word isolate, it is best to have your child *eliminate* the incorrect choices. Put each of the choices in the sentence:

(A) . . . the doctors had to intensify the disease germs. It is unlikely that the doctors would want to intensify the germs in order to find a cure. Therefore Choice A is wrong.

(B) . . . the doctors had to separate the disease germs. This sounds as if they can then find out about the individual germs—so far a good choice.

(C) . . . the doctors had to calculate the disease germs. You don't calculate disease germs—you calculate the *number* of disease germs. Choice C is incorrect.

(D) . . . the doctors had to destroy the disease germs. You'd want to destroy the germs to make the patient better, but the doctors were trying to find out *what caused the disease*. If they destroyed the germs, they wouldn't be able to figure out what caused them. So Choice D is incorrect.

Choice B is the only remaining good choice.

3 (D) "Because he cheated on the exam," something bad happened to him—he lost 20 points. Thus he must have been punished. He certainly wasn't gratified (Choice A), pardoned (Choice B), or supported (Choice C).

4 (C) If everybody knew what the speaker was talking about, the speaker must have given a very clear, understandable speech. Lucid must mean clear.

5 (B) If John travels many hours to and from his job, he must live very far from where he works. Choice B is therefore correct.

---

**QUESTIONS**

Now have your child try the following exercises, which are examples of the second type of sentence completion problem. (Find the missing word.)

- 1 Although she is really \_\_\_\_\_, she does not do well on exams.  
 (A) likable  
 (B) smart  
 (C) rich  
 (D) stupid
- 2 Don't live in a dreamworld—you can't make money without putting in a lot of \_\_\_\_\_.  
 (A) enjoyment  
 (B) happiness  
 (C) structure  
 (D) effort
- 3 It's one thing to have ideas, but it's another thing to \_\_\_\_\_ them into something.  
 (A) destroy  
 (B) push  
 (C) plan  
 (D) develop
- 4 The weather looks slightly gray outside. It might \_\_\_\_\_.  
 (A) rain  
 (B) storm  
 (C) pour  
 (D) hail
- 5 That was the best time I've ever had away from home, and to think I didn't even want to \_\_\_\_\_.  
 (A) stay  
 (B) play  
 (C) go  
 (D) arrive

---

## ANSWERS

After your child tries the preceding exercises, go over his or her work and explain the following answers.

- 1 (B) "Although" is a key word in the sentence. It tells us that something happens even though something else happens. So we are looking for *opposites*. The phrase "she does not do well on exams" makes us believe that she may not be intelligent. But the word "although" in the sentence contradicts that and is saying that she is smart. Choice B is the correct answer.
- 2 (D) If you did live in a dream world, you might think that money grows on trees or that you would have to put very little effort into making money. Choice D is therefore correct.
- 3 (D) The sentence is really saying that it's great to have ideas but you should do something with them. What can you do? You can develop them into something. Choice D is therefore correct.

- 4 (A) The key word in the sentence is "slightly." If the weather looks only "slightly gray" outside, it then might only rain. It is unlikely that it will storm, pour, or hail. Choice A is the answer.
- 5 (C) The person is saying that because he or she had a great time—it's a good thing he or she went. So when the person says "and to think I didn't even want to \_\_\_\_\_," the blank word must be go (Choice C). It couldn't have been stay (Choice A). Play (Choice B) is too specific in the context of the first part of the sentence. Arrive (Choice D) does not make sense.

## READING COMPREHENSION (Two Strategies)

Reading Comprehension questions test the general ability to understand what a passage is about. Four specific abilities are also tested:

### 1. Formulating the main idea:

- To be able to select the main idea in the passage.
- To be able to judge the general gist of the passage.
- To be able to select the best title for the passage.

### 2. Spotting details:

- To be able to understand specific references or sections in the passage.
- To be able to identify specific things about the passage.

### 3. Drawing inferences:

- To be able to weave together ideas in the passage to see their relationships.
- To be able to imply things about the passage even though they may not be directly stated in the passage.

### 4. Identifying tone or mood:

- To be able to figure out the tone or mood in the passage—serious, sad, funny, etc.

Here are some typical questions asked in Reading Comprehension passages:

QUESTION	ABILITY (1-4 ABOVE)
1. According to the passage, the reason why the . . .	2 (or 1)
2. The best title for the passage would be . . .	1
3. Which of the following would the author probably describe next?	3
4. The tone throughout the passage is primarily one of . . .	4
5. The main concern of the writer is . . .	1
6. The word <u>warmonger</u> in line 5 refers to . . .	2
7. The passage implies that John was . . .	3
8. The author's attitude toward Sam is best described as . . .	4 (or 2)

There are two main strategies in Reading Comprehension.

**READING STRATEGY 1:** Be aware of the four abilities tested above as you read the passage.

**READING STRATEGY 2:** Using Strategy 1, underline key parts, sentences, or words in the passage so that you'll be able to spot things quickly in the passage when answering the questions.

Here's a reading passage followed by three questions. First, read the passage and answer the questions. Then look at the explanatory answers to the questions. After you have got a feel for how to answer the questions strategically, have your child read the passage and answer the questions. Go over the answers with your child, making sure that he or she answers the questions strategically (as explained in the answers given below).

---

**EXAMPLE  
PASSAGE**

I would give the grizzly bear first place in the animal world for brain power. He is superior in mentality to the horse, the dog and even the gray wolf. Instinct the grizzly has, but he also has the ability to reason. His ever-alert, amazingly developed senses are constantly supplying his brain with information—information which he uses, and uses intelligently. His powers of scent are exquisite. His ears hear faint sounds; they are continually on scout and sentinel duty. Wireless messages from long distances, which his senses pick up, are accurately received and their place of origin correctly determined. It cannot be stated too strongly that the grizzly is not a coward. He has no fear. He is intelligent enough to know that man is a dangerous enemy. He wisely endeavors to avoid man, but if he cannot do so, when the fight comes he exhibits one hundred percent of courage and efficiency.

---

**QUESTIONS**

- 1 The best title for this paragraph is:
- (A) "Characteristics of the Grizzly"  
 (B) "The Grizzly in a Fight"  
 (C) "Comparison of the Grizzly with Other Animals"  
 (C) "How the Grizzly Obtains Information"  
 (E) "The Grizzly's Attitude Toward Man"
- 2 The writer says that the grizzly bear is
- (A) superior to the dog in brain power  
 (B) unable to reason  
 (C) inferior to the horse in mentality  
 (D) lacking in alertness  
 (E) unintelligent
- 3 The grizzly's sense of hearing is
- (A) faint  
 (B) fairly good  
 (C) acute  
 (D) inaccurate  
 (E) undeveloped

Before trying to answer these questions, read the underlinings in the passage below and review Reading Strategies 1 and 2, which were discussed above.

---

**UNDERLININGS  
YOU SHOULD  
DO**

I would give the grizzly bear first place in the animal world for brain power. He is superior in mentality to the horse, the dog and even the gray wolf. Instinct the grizzly has, but he also has the ability to reason. His ever-alert, amazingly developed senses are constantly supplying his brain with information—information which he uses, and uses intelligently. His powers of scent are exquisite. His ears hear faint sounds; they are continually on scout and sentinel duty. Wireless messages from long distances, which his senses pick up, are accurately received and their place of origin correctly determined. It cannot be stated too strongly that the grizzly is not a coward. He has no fear. He is intelligent enough to know that man is a dangerous enemy. He wisely endeavors to avoid man, but if he cannot do so, when the fight comes he exhibits one hundred percent of courage and efficiency.

---

**ANSWERS**

- 1 (A) Throughout the passage, the grizzly is described by means of its characteristics. The best title would be "Characteristics of the Grizzly." Choice A is the correct answer.
- 2 (A) Here is an example of why it is good to *underline*. Make a note to "see underlined passage above." Your underlinings will indicate that the grizzly is superior in mentality to the horse, dog, and gray wolf. Thus Choice A is correct.

- 3 (C) This question is more difficult. In the underlinings you can see that the passage says the grizzly hears faint sounds. This doesn't mean that the grizzly's sense of hearing is faint (Choice A). It means that the grizzly's sense of hearing is sharp, or acute (Choice C). Choice B is close, but it is not as good as Choice C.

In summary:

- 1 Make sure that your child gets the gist of the passage—what is consistently being described. This will give him or her insight into the main idea or title of the passage.
- 2 Underline those parts of the passage that you feel may be important or required for referral later. The question will not usually repeat or refer to exactly what is in the passage, but it will mention some part of what you read. For example, in question 2 you are asked to compare the brain power of the grizzly with that of the dog. In the passage, however, a comparison was made between the grizzly and three animals (the horse, the dog, and the gray wolf). Also, the word used in the passages was mentality, but in the question the word used was brain power.
- 3 Often a specific thing will be mentioned, and from this you must *infer* something more general. For example, with reference to question 3, the passage says that the grizzly hears faint sounds. You have to infer that if that is the case, the grizzly must have acute or sharp hearing.

### Reading Passages, Questions, and Explanatory Answers

Have your child read the passages below and answer the reading comprehension questions that follow each passage. Then check to see whether his or her answers match those that are given in the book. Also check to see whether your child underlined the passage in the same way as was done in the book. It is not necessary to have the exact same underlinings as long as your child answered the questions accurately. If your child can comprehend the passage *without* underlining and did well with the questions, don't worry about the underlining. You may want to tell your child that it is advisable to underline, in case he or she needs to refer to specific details that he/she normally would not remember.

---

**PASSAGE 1**

High in the Swiss Alps long years ago, there lived a lonely shepherd boy who longed for a friend to share his vigils. One night, he beheld three wrinkled old men, each holding a glass. The first said: "Drink this liquid and you shall be victorious in battle."

The second said: "Drink this liquid and you shall have countless riches."

The last man said: "I offer you the happiness of music—the alphorn."

The boy chose the third glass. Next day, he came upon a great horn, ten feet in length. When he put his lips to it, a beautiful melody floated across the valley. He had found a friend. . . .

So goes the legend of the alphorn's origin. Known in the ninth century, the alphorn was used by herdsmen to call cattle, for the deep tones echoed across the mountainsides. And even today, on a quiet summer evening, its music can be heard floating among the peaks.

Now have your child answer the questions, and compare his or her answers with the explanatory answers below.

---

**QUESTIONS**

- |  |  |
|--|--|
| <p>1 The story tells us that of the three old men, the one whose glass the boy chose was the</p> <p>(A) smallest in size</p> <p>(B) most wrinkled</p> <p>(C) first to speak</p> <p>(D) oldest</p> <p>(E) last to speak</p> | <p>2 One liquid offered to the boy would have brought him</p> <p>(A) defeat in battle</p> <p>(B) great wealth</p> <p>(C) lonely vigils</p> <p>(D) another boy to help him</p> <p>(E) three wishes</p>      |
| <p>3 To the boy, the alphorn</p> <p>(A) seemed too heavy to play</p> <p>(B) seemed like a real friend</p> <p>(C) brought unhappiness</p> <p>(D) sounded unpleasant</p> <p>(E) brought great riches</p>                     | <p>4 The practical use of the alphorn is to</p> <p>(A) summon the three old men</p> <p>(B) make friends</p> <p>(C) call cattle</p> <p>(D) give summer concerts</p> <p>(E) tell the legends of the Alps</p> |

---

**UNDERLININGS**

High in the Swiss Alps long years ago, there lived a lonely shepherd boy who longed for a friend to share his vigils. One night, he beheld three wrinkled old men, each holding a glass. The first said: "Drink this liquid and you shall be victorious in battle."

The second said: "Drink this liquid and you shall have countless riches."

The last man said: "I offer you the happiness of music — the alphorn."

The boy chose the third glass. Next day, he came upon a great horn, ten feet in length. When he put his lips to it, a beautiful melody floated across the valley. He had found a friend. . . .

So goes the legend of the alphorn's origin. Known in the ninth century, the alphorn was used by herdsman to call cattle, for the deep tones echoed across the mountainsides. And even today, on a quiet summer evening, its music can be heard floating among the peaks.

ANSWERS

- 1 (E) Look at the underlinings. The boy chose the third glass from the last man to speak.
- 2 (B) Look at the underlinings. The first glass offered (1) victory in battle. The second, (2) countless riches, the third, (3) happiness of music. Countless riches is great wealth, thus Choice B is correct.
- 3 (B) See the underlinings. When the boy heard the music he knew that he had found a friend, so the alphorn seemed like a real friend to him.
- 4 (C) See the underlinings. The alphorn was used to call cattle.

PASSAGE

Hatting was one of the first domestic industries to develop in the colonies. As early as 1640, American hats were one of the home-made articles used for barter and exchange. By the beginning of the eighteenth century, hatting had become one of New England's important industries; in the 1730's hats were being exported from the colonies in sufficient numbers to arouse uneasiness among hatters in the mother country and to cause them to exert successful pressure on Parliament for a law prohibiting the export of hats from one colony to another, and from any colony to Great Britain or any other country.

Wool was the principal raw material, but a considerable proportion of the hats were made of fur felt, using beaver fur as the base. The average price of wool hats during the eighteenth century ranged from 40 to 80 cents, and beaver hats ranged from \$2.50 to \$3.50.

QUESTIONS

- 1 The title that best expresses the main theme or subject of this selection is:
  - (A) "Raw Materials for Hats"
  - (B) "Colonial Exports"
  - (C) "How Hats were Made"
  - (D) "Kinds of Hats in America"
  - (E) "An Early American Industry"
- 2 A law regarding the hat trade was enacted by Parliament in response to a complaint by
  - (A) colonists
  - (B) Indians
  - (C) English noblemen
  - (D) citizens of foreign countries
  - (E) English hatmakers

- 3 This law made it illegal for  
 (A) Great Britain to export hats  
 (B) the colonies to import hats  
 (C) the hatters to use beaver fur  
 (D) the colonies to export hats  
 (E) the colonies to change the price of hats
- 4 American hats  
 (A) were made principally of wool  
 (B) did not suit the customers in Great Britain  
 (C) were an unimportant part of New England industry  
 (D) were sent only to Great Britain  
 (E) were not made until 1730
- 5 Beaver hats  
 (A) were unpopular  
 (B) were much cheaper than those made of wool  
 (C) were made mainly for barter with the Indians  
 (D) cost more than wool hats  
 (E) were not exported

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## UNDERLININGS

Hatting was one of the first domestic industries to develop in the colonies. As early as 1640, American hats were one of the home-made articles used for barter and exchange. By the beginning of the eighteenth century, hatting had become one of New England's important industries; in the 1730's hats were being exported from the colonies in sufficient numbers to arouse uneasiness among hatters in the mother country and to cause them to exert successful pressure on Parliament for a law prohibiting the export of hats from one colony to another, and from any colony to Great Britain or any other country.

Wool was the principal raw material, but a considerable proportion of the hats were made of fur felt, using beaver fur as the base. The average price of wool hats during the eighteenth century ranged from 40 to 80 cents, and beaver hats ranged from \$2.50 to \$3.50.

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## ANSWERS

- 1 (E) This is not an easy question. Although raw materials (Choice A) was discussed, colonial exports (Choice B) was also discussed. So was how hats were made (Choice C) and kinds of hats (Choice D). Only one of these would not constitute the complete subject. Thus a good title would be (E) "Hatting as an Early American Industry," because the general subject of hatting was discussed as an industry.

- 2 (E) There was uneasiness among hatters in the mother country. The mother country is England. So Choice E is correct.
- 3 (D) You have to know what the word export means. Export means to go out from (ex means "out of"). In the passage it says that colonies cannot export from one colony to another, or from one colony to Great Britain or any other country.
- 4 (A) The passage says that wool was the principal raw material. Thus Choice A is correct.
- 5 (D) Look at the underlinings of the prices of wool hats and beaver hats. You can see that beaver hats cost more than wool hats.

PASSAGE

The inventor of the atom was a Greek philosopher named Democritus, who lived in about 400 B.C. Even then Greek physicists were wondering about the structure of matter. Democritus suggested that matter is not what it seems—a continuous mass of material. He thought that matter could be broken up into finer and finer parts until finally it could be broken no further. These basic particles he called atoms, something which could not be cut or divided.

We can see for ourselves that Democritus did have a good idea. When a teaspoonful of sugar is put into a cup of coffee, the sugar dissolves and disappears. If coffee—or water—were solid and continuous, there would be no room for the sugar. But since the sugar does disappear, we must conclude that the water and sugar are both made up of tiny particles with spaces between them. The sugar particles slip into the spaces between the water particles.

In one way, however, we have come to disagree with Democritus. Following his lead, for hundreds of years, men thought of atoms as solid little bits of matter. Newton spoke of them as being "so very hard as never to wear or break into pieces." John Dalton, an English chemist, in 1807 called atoms "indivisible, eternal and indestructible."

Today we know that atoms are not solid and not indestructible. We now think of an atom as a miniature solar system, with a central nucleus or "sun" around which tiny particles revolve.

QUESTIONS

- 1 The word *atom* was first used by
  - (A) an English chemist
  - (B) a Greek philosopher
  - (C) an American scientist
  - (D) an advertising writer
  - (E) a Greek physician
- 2 The author indicates that Democritus' theory of the atom was
  - (A) partly right
  - (B) completely wrong
  - (C) never accepted by others
  - (D) too imaginative
  - (E) contradicted by Dalton's theory

- 3 Sugar is believed to dissolve in water because
- (A) the water is solid and continuous
  - (B) the sugar is solid and continuous
  - (C) they are both solid and continuous
  - (D) only a teaspoonful is used
  - (E) there is room for sugar particles between the water particles
- 4 For centuries men believed that atoms
- (A) were destructive
  - (B) had revolving parts
  - (C) were really unimportant
  - (D) could not be divided
  - (E) were like sugar particles
- 5 An atom can be compared to a solar system because an atom
- (A) is round
  - (B) is unbreakable
  - (C) has particles revolving around a center
  - (D) is "indivisible, eternal and indestructible"
  - (E) is a continuous mass of material

UNDERLININGS

The inventor of the atom was a Greek philosopher named Democritus, who lived about 400 B.C. Even then Greek physicists were wondering about the structure of matter. Democritus suggested that matter is not what it seems—a continuous mass of material. He thought that matter could be broken up into finer and finer parts until finally it could be broken no further. These basic particles he called atoms, something which could not be cut or divided.

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In one way, however, we have come to disagree with Democritus. Following his lead, for hundreds of years, men thought of atoms as solid little bits of matter. Newton spoke of them as being "so very hard as never to wear or break into pieces." John Dalton, an English chemist, in 1807 called atoms "indivisible, eternal and indestructible."

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**ANSWERS**

- 1 (B) This is easy. The inventor was a Greek philosopher.
- 2 (A) Look at the sentence, In one way, however, we have come to disagree with Democritus. This says that he was partly right.
- 3 (E) Look at the underlining at the end of the second paragraph.
- 4 (D) Look at the last paragraph, especially the last quote.
- 5 (C) Look at the last paragraph where it is said that we now think of an atom as a miniature solar system, with a central nucleus or "sun" around which tiny particles revolve.