

# SAT Verbal Prep



## **UW Upward Bound Class**

Instructor: Donna Yamada-Bolima

- ◆ Introduction
- ◆ Vocabulary
- ◆ Analogies
- ◆ Sentence Completions
- ◆ Critical Reading
- ◆ In Summary
- ◆ Exercises



# SAT Verbal Prep



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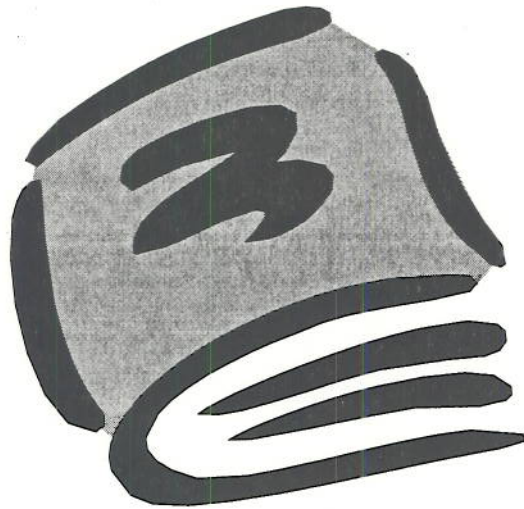
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University of Washington Office of Minority Affairs  
Contact: UW Upward Bound Program  
206-543-9288 [saki@u.washington.edu](mailto:saki@u.washington.edu)

# Vocabulary



# The 5th Wave

By Rich Tennant



"NAAH - HE'S NOT THAT SMART. THE LAST TIME HE TOOK THE SAT, HE FORGOT TO BRING AN EXTRA PENCIL, CAME UP SHORT IN THE MATH SECTION, AND DROOLED ALL OVER THE TEST BOOKLET."



## THE STORY OF THE EVIL TESTING SERPENT

In the beginning, there was no SAT. Students frolicked in their high school paradise without knowledge of evil.

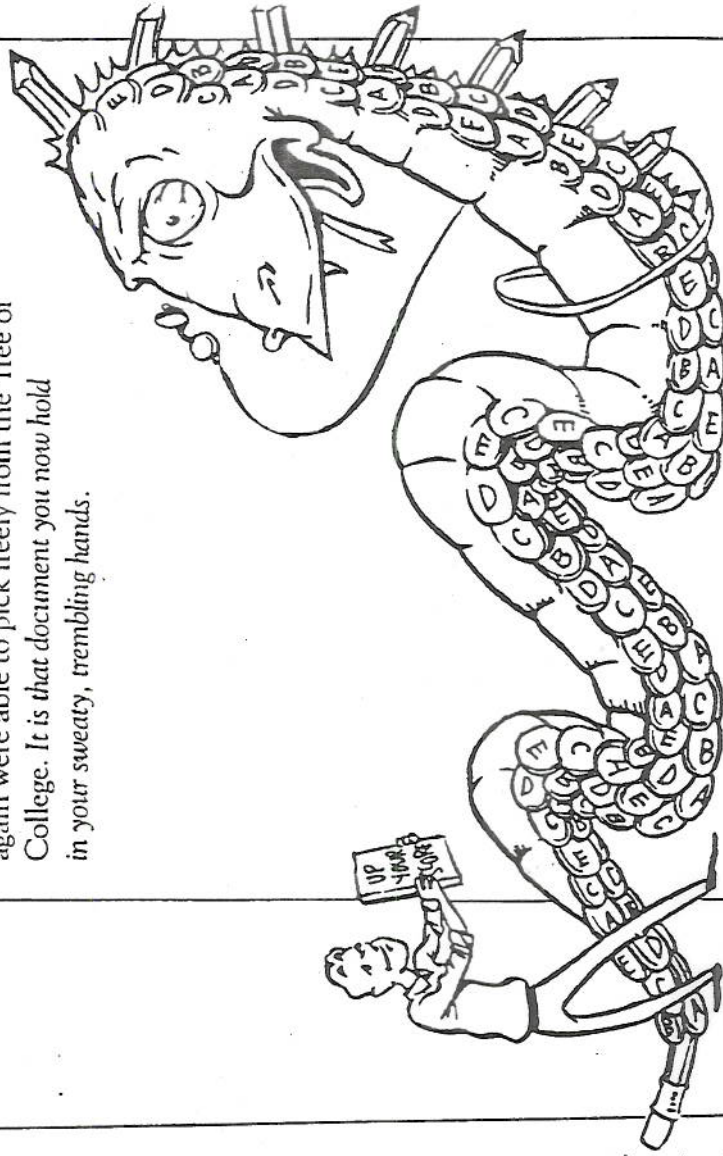
But then the Serpent silently slithered into the high school through the hot-lunch loading dock. He was the most nefarious, loathsome, malevolent, malicious, odious, insidious, cunning, beguiling, deceitful serpent who ever existed. It was because of this serpent that high school students have had to learn vocabulary words like the ones in the previous sentence. This was the Evil Testing Serpent (ETS). The ETS, an unfathomably long, mighty, mucus-encrusted beastie, was determined to bring evil and pain into the paradise. So he devised a plan that would put an end to the happiness of high school students.

This is how his plan worked. For three hours students would have to answer an incessant string of multiple-choice questions. The questions would be both boring and tricky. Students who gave too many wrong answers would have miserable futures and then die. He called this hideous ordeal the Slimy and Atrocious Torture (SAT).

The ETS inflicted his SAT upon the oppressed masses of students for many years, and the Serpent's power increased as he drained their meager life forces. Gradually, all resistance was crushed and the tormented youth became accustomed to taking the SAT. Parents and teachers began to view the SAT as a national institution. Long, bleak years of misery appeared to lie ahead for civilization.

Could no one defeat the ETS? Would this merciless serpent continue to strangle his victims into submission? Would *Saturday Night Live* ever be funny again? Was there no hope for humanity? Well, it turned out there was. . . . Five ordinary students, born under the tyranny of the ETS, suffered through the unholy SAT with the rest of their comrades. But afterwards, they made a secret blood-vow to avenge the misery they had suffered at the fangs of the Evil Testing Serpent. They delved into the mysteries of the SAT in the hope of uncovering its weaknesses and defeating it. They soon discovered many ways of psyching out the SAT and

outsmarting the ETS. They transcribed their revelations in a stirring document wherein they demonstrated that although the Serpent was mean, their readers would be above the mean. The high school paradise was soon restored and students once again were able to pick freely from the Tree of College. It is that document you now hold in your sweaty, trembling hands.





# Use roots, prefixes, and suffixes

My three favorite words. Other women like "I love you," but I live for "roots, prefixes, and suffixes." These three words can bump up your score significantly. If you know just a few basic roots, prefixes, and suffixes, you can write magnificent analogy sentences and prevent yourself from falling into traps.

## Guess? Yes!

**Question:** Should I skip an analogy if I don't know the words?

**Answer:** Noooo! That's what these tips and tricks are all about. If you know the words, you can make a sentence and be done with it. But even if you don't know the words, you rarely have to skip the question. Look for a root, prefix, or suffix. If you can't find one you know, try making the words synonyms (like, "A beauty queen is pulchritudinous"). If that doesn't work, then and only then should you skip the question. You can make at least a logical guess most of the time.

Here's an example of a rare time when a question *would* be good to skip.

TALON: HAWK::

- A. den: bear
- B. feather: bird
- C. claw: tiger
- D. joey: kangaroo
- E. beak: eagle

Suppose you don't know what a talon is. There's no known root, prefix, or suffix to help you. You try making the *is* sentence: A talon *is* a hawk. That doesn't help. A den is a place where a bear lives; maybe a talon is a place where a hawk lives. Feathers cover a bird; maybe talons cover a hawk. A claw is the hand and nails of a tiger; maybe a talon is the hand and nails of an eagle. A *joey* is a baby kangaroo (interesting word, no?); maybe a talon is a baby hawk. A beak is the bill of an eagle; maybe a talon is the bill of a hawk.

All the answers look good. Because using the tricks hasn't helped you at all, skip this question entirely. Don't make a wild guess; there's no way to narrow down the answers.

By the way, the correct answer is C. A *talon* is the claw of an eagle. To help you remember this word, look at your zipper on your pants or jacket. There is a zipper company called Talon. It makes sense when you think about it; a zipper is rather like a little claw going up and down.

For example, suppose the question is

IMPECUNIOUS: MONEY::

If you don't know *impecunious*, you may be tempted to make the words synonyms and simply say, "Impecunious *is* money." A tempting and logical answer may be, for example, reservoir: water. Sorry, MegaBrain, not this time.



Suppose you know that *-ous* means full of and *im-* means not. Now you can make a good sentence: "*Impecunious is not full of money.*" That changes the whole picture. Now the right answer may be, for example, vacuum: air. A *vacuum is not full of air*. Note that a *reservoir* in fact is full of water; just the opposite of what you want to say.

Although you can learn hundreds of prefixes and suffixes, I realize that you have a limited number of brain cells you are willing to devote to this subject. Therefore, here is a list of ten of the most commonly used prefixes and eight of the most commonly used suffixes, with examples of each. Memorize them. Burn them in your brain. I'll get to some of the most common roots later on in Chapter 4. I don't want you to get overexcited by this stuff all at once.

### Prefixes

✓ *a-* = not or without

Someone *amoral* is without any morals, like the sadist who designed this test.

Someone *atypical* is not typical, like the pocket protector-wearing students who love to take tests.

Someone *apathetic* is without feeling, uncaring, like most students by the time they have finished the test and are leaving the exam room. ("The world is going to end tomorrow? Fine; that means I can get some sleep tonight!")

a  
an  
cu  
ben/bon  
ne/mal  
in  
im  
caco  
ity  
ity  
st  
ize  
ate

ous  
ante  
post  
ill  
ette

- ✓ Turn a verb into an infinitive.
- ✓ Identify which part of speech — noun, verb, or adjective — the question word is.
- ✓ Assume that unknown words are synonyms.
- ✓ Use roots, prefixes, and suffixes.
- ✓ Look for the *salient features* of a word.
- ✓ Identify common relationships.

Even if you don't have a clue what the words in an analogy mean, you can often get the correct answer by using the following six tips. These tips help you to identify the relationship between the words well enough to make a reasonable guess. (Remember, you rarely should skip an analogy question. The one exception to this suggestion was covered in a sidebar earlier in this chapter.)

1. Use both words in a *descriptive sentence*.
2. Use the *exact same sentence* on each answer choice.

Before going on to the practice questions, review what you've learned about analogies. There is a simple two-step approach to answering an analogy question:

## Deja Vu Review

<b>Ten Words That Cindy Crawford Never Hears</b>	
obese	unkempt
corpulent	drab
flaccid	homely
rotund	fleshy
	slovenly
	frowzy



# APATHY



## The Two Types of Words

not be on the SAT. This is because the SAT tests you on the type of words that a college student would be likely to run into. A college student who ran into any of the above words would suffer a concussion.

There is a certain type of word that just is an SAT word. It is impossible to define precisely what makes a word an SAT word, but by the time you have finished our word lists you will know what we mean. For the most part, they are words that you look at and say, "Fiddlesticks, I should know what that word means, but I don't. It's right here on the tip of my tongue but I can't quite . . ." Another characteristic of an SAT word is that it isn't particularly controversial. It won't have much to do with sex or violence or religion or anything that could offend someone.

### Type #1: Normal Words

Words that you would encounter in the course of doing your homework, listening to articulate people, or watching TV.

Example: If you saw the movie *The Wizard of Oz*, you heard the word *pussillanimous*. However, you probably didn't whip out your pocket dictionary and look it up. (If you did, consider a career with the ETS.) Now that you are in training for the SAT, you will have to start looking up any and all words that you encounter. Start now. Do you know what *amalgam* means?

### Type #2: Decodable Words

Unusual words that they don't expect you to know off-hand but that you can figure out if you are clever.

Example: the word *decodable* is a decodable word. You could decode it like this:

"de" = take out; reverse

"code" = words or symbols with secret meanings

+ "able" = capable of being

decodable = capable of being taken out of its secret meaning

## ABOUT SAT WORDS

Learning the Words You Need to Rock the Verbal Section

hypoglycemia  
rationalhombocuboids  
diffeomorphism  
supermartingale  
myelomeningocele  
dacryocystorhinoscopia

You probably don't know what any of the above words mean. You probably don't care what any of the above words mean. Once you have finished this book, you still won't know what they mean.

The above words may be interesting and useful. But who cares? They were put here simply to intimidate you. They will



When I started studying for the SAT, I had a feeble memory. I would spend a lot of time on the word lists, but nothing seemed to sink in. My feeble memory also affected other aspects of life. One day I met this gorgeous girl and she said, as girls are always saying to me, "I have an unquenchable desire for your body. My name is Jenny and my phone number is 867-5309." I went home and I was going to write her name down in my book of women who lusted after me, but I couldn't remember her name or her phone number. I knew then it was time to do something about my memory problem.

So I read some stuff about how to improve my memory. Most of what I read sounded extremely dopey, but I gave it a try anyway. And, as they say in the world of laundry detergent, "It worked! It really worked!"

The moral of my story is that if you have a bad memory, it's not because there is something wrong with your brain, it's just that you haven't learned how to memorize. We will teach you how in this chapter. The techniques we present are more than cute little tricks. They will tremendously improve your ability to remember vocabulary words and may even change your life. You don't have to use them if you don't want to, but if you don't use them, it will take you much, much longer to learn the word lists.

The most important concept in memorizing things like vocabulary words is the *mnemonic* (nuh-mahn-eck) *device*. A mnemonic device is any technique, other than pure repetition, that helps you memorize something. So for each word in the list that you don't know, close your eyes for 12 seconds and think of a mnemonic device.

Research has demonstrated that the most successful mnemonic devices are visual. If you can associate a word with a picture, you will be more likely to remember the word. For example, if you are trying to memorize the word *opulence* (luxury, great wealth), you could visualize a giant mansion surrounded by manicured lawns and lavish gardens. Above the gold-leaf foyer, the word *opulence* would be spelled out in precious gems. Within, you might imagine well-groomed fat gentlemen, the

## MEMORIZING

### SAT WORDS

#### Larry's Memoirs



Research has shown that the more you do with a word, the more likely it will stay in your brain. So read, write, sing, and say the word and its definition. Tattoo it onto your elbow and staple it onto your goldfish.

word *opulence* stitched in diamonds across their chests, eating huge amounts of caviar molded into the shape of the word *opulence*. If you make your mental pictures extreme in some way



they will be more memorable. So make your pictures extremely bizarre, extremely gross, extremely obscene, extremely comical, or extremely whatever you are likely to remember. (Detail is important in mental images like this one. The more details you are able to dream up, the more likely you are to remember the word.)

Move on to the other senses. *Hear* the chorus of castrati in the ballroom singing the word *opulence* over the gentle strains of Chopin played by a 50-piece symphony. *Feel* the silks the ladies and gentlemen wear sliding through your fingers as you trace the word *opulence* with champagne over your desktop. *Smell* the delicate and costly perfumes. And of course, *taste* the exquisitely fine wines enjoyed by *opulent* society.

After you have seen, heard, felt, smelled, and tasted the word you can open your eyes. You're still not done, though. Research has also shown that the more you do with a word, the more likely it will stay in your brain. So first read the word and its definition, then write the word and its definition, then sing the word and its definition, then make up a story about the word, then use the word in a conversation, then tattoo the word and its definition on your elbow, then staple the word and its definition to your goldfish.

Clinical tests have also proven that the pun is a very helpful memory technique. We have used puns to illustrate many of the words in the vocabulary list. (Note: Since we want to make sure that no one misses our subtlety, we have punderlined each one.)

If none of these techniques works, there is one foolproof method. Neurologists say that if the word and its definition



are repeated over and over during sexual activity, they will never be forgotten. There is no scientific explanation for this, but it is a widely accepted fact. Of course, we wouldn't know.

Another phenomenon you should be aware of is the *serial position effect*. Suppose you have a long list of words to memorize and you spend the same amount of time studying each word. According to the serial position effect, you will remember the words at the beginning of the list best, the words at the end of the list next best, and the middle words the worst. Therefore, spend the most time on the middle of the list.

Your chances of memorizing something improve if you study it right before you go to bed. While you sleep, your brain sorts out what occurred during the day. The last thought that goes into your brain right before you go to sleep gets special attention while your brain is doing its nightly sorting.

Finally, nobody studies better with music. Experiments have been done with people who swear that they study better with Pearl Jam in the background. But researchers have yet to find anyone who really does.

You must keep flash cards and a tape recorder by your side while you study. When you come to a word you don't know, look it up and devote 12 seconds to thinking up a mnemonic device, be it a sentence, a quick drawing, or a bit of song lyric—whatever works for you. Then write the word on one side of a 3" X 5" card and its definition and your mnemonic device on the other.

Carry your flash cards with you everywhere. Study them during the ride to school, while you wait at the dentist's office, and during particularly boring classes. Every night before you go to sleep, test yourself on your words. Put the cards you know in one pile and the ones you don't know in another pile. Every night you should be able to add five cards to the pile of cards you know.

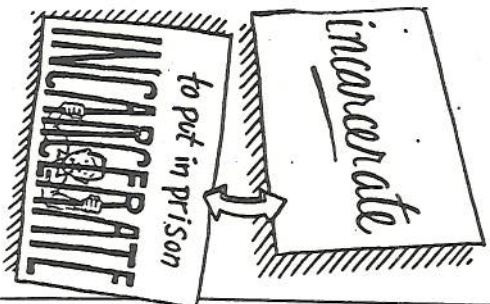
Do a similar thing with the tape recorder. When you come to a word that you want to remember, record the word, its definition, and either the example sentence that we give you

or one that you make up. Then you can listen to the tape while you are in the shower or brushing your teeth. If you can rap or sing some of your words and definitions it's more fun to listen to. If you have a Walkman, you should listen to the tape wherever you go. If your friends ask you what you're listening to, respond casually, "It's 'Gretchen and the Vocab Lists'—they're new out of Seattle." If your friends ask to listen, say, "I would, but the record company asked me not to play it for anyone until it's been officially released."

Also, you may want to take a pocket notebook around with you to write down any unfamiliar words you come across. This will not only improve your vocabulary, but will also help your social life tremendously.

Then, after you've aced the SAT, you can sell your tape, flash cards, and notebook to your younger sibling.

## Two Essential Tools: Flash Cards and a Tape Recorder



to put in prison



WK1

more you know about etymology, the easier it will be to build your vocabulary. But roots can also mislead you. The hardest words on the SAT are often words that *seem* to contain a familiar root, but actually do not. For example, *audacity*, a hard word sometimes tested on the SAT, means "boldness or daring." It has nothing to do with *sound*, even though it *seems* to contain the root *aud-* from a Latin word meaning "to hear" (as in *audio*, *audovisual*, or *auditorium*).

Still, learning about roots can be very helpful—if you do it properly. You should think of roots *not* as a code that will enable you to decipher unknown words on the SAT, but as a tool for learning new words and making associations between them. For example, *eloquent*, *colloquial*, *circumlocution*, and *eulogy* all contain the Latin root *loqu/loc*, which means "to speak." Knowing the root and recognizing it in these words will make it easier for you to memorize all of them. You should think of roots as a tool for helping you organize your thoughts as you build your vocabulary.

The worst thing you can do is try to memorize roots all by themselves, apart from words they appear in. In the first place, it can't be done. In the second place, it won't help.

### The Root Parade

Just as the Hit Parade is a list of the most frequently tested words on the SAT in order of their frequency, the Root Parade is a list of the roots that show up most often in SAT vocabulary words. You may find it useful in helping you or-ganize your vocabulary study. Don't try to memorize these roots. In approaching the Root Parade, you should focus on the words, using the roots simply as re-minders to help you learn or remember meanings. When you take the SAT, you may be able to prod your memory about the meaning of a particular word by thinking of the related words that you associate with it.

As was also true with the Hit Parade, the roots on the Root Parade are presented in order of their importance on the SAT. The roots at the top of the list appear more often than the roots at the bottom. Each root is followed by a number of real SAT words that contain it. (What should you do every time you don't know the meaning of a word on the Root Parade? Look it up!) Note that roots often have several different forms. Be on the lookout for all of them.

### CAP/CIP/CEIPT/CEPT (take)

exceptional	capture
except	intercept
anticipate	receptive
percipient	recipient
perceptive	incipient
exceptional	exceptionable
except	susceptible
anticipate	deception
percipient	conception
perceptive	receive
exceptional	conceit
except	accept
anticipate	intercept
percipient	emancipate
perceptive	-precept

**GEN (birth, race, kind)**

generous  
generate  
degenerate  
regenerate  
genuine  
congenial  
ingenious  
ingenuous  
ingenue

**DIC/DICT/DIT (tell, say, word)**

predicament  
condition  
dictate  
dictator  
abdicate  
predict  
contradict  
addict

**SPEC/SPIC (look, see)**

perspective  
aspect  
spectator  
spectacle  
suspect  
speculation  
suspicious  
auspicious

**SUPER/SUR (above)**

surpass  
suppress  
superficial  
summit  
superlative  
supermove  
supercilious

**TEND (stretch, thin)**

tension  
extend  
tendency  
tendon  
tent

homogeneous  
heterogeneous  
genealogy  
indigenous  
congenital  
gender  
engender  
genre  
progeny

malediction  
benediction

extradite  
verdict  
indict  
diction  
dictum

spectrum  
specimen  
introspection  
respice  
conspicuous  
circumspect  
perspicacious

superstition

superimpose  
supersede  
susceptible  
superposition  
superfluous  
sovereign

contention

distend  
tenuous  
attenuate  
portent

**TEND (stretch, thin)**  
tentative  
contend

tendentious

**TRANS (across)**

transfer  
transaction  
transparent  
transgress  
transport  
transform  
transition

transitory  
transient  
transmutation  
transcendent  
intransigent  
traduce

**DOC/DUC (teach, lead)**

educate  
conduct  
reduce  
seduce  
conductive  
inducee  
doctrine

document  
docile  
didactic  
indoctrinate  
traduce  
induce

**CO/CON/COM (with, together)**

company  
collaborate  
conjugal  
congeal  
congenial  
convivial  
coalesce

contrition  
commensurate  
conclave  
conciliate  
comply  
congruent

**VERS/VERT (turn)**

controversy  
convert  
revert  
subvert  
inversion  
divert  
diverse

aversion  
extrovert  
introvert  
inadvertent  
versatile  
adversity

**LOG/LOGIC (word, speech)**

eloquent  
logic  
apology  
monologue

circumlocution  
colloquial  
eulogy  
loquacious



**LOGOLOG** (word, speech)  
dialogue  
prologue  
epilogue

neologism  
philology

**SEN** (feel, sense)

sensitive  
sensation  
sentiment  
sensory  
sensual  
resent

consent  
dissent  
assent  
consensus  
sentry  
sentinel

**DE** (away, down, off)

denounce  
debility  
defraud  
decry  
deplete  
defame

delineate  
deface  
devoid  
defile  
desecrate  
derogatory

**NOM/NOUN/NOW/NAM/NYM** (name, order, rule)

name  
anonymous  
antonym  
nominate  
economy  
astronomy

ignominly  
renown  
anomaly  
misnomer  
nomenclature

**CLAV/CLU** (shut, close)

closet  
claustrophobia  
enclose  
disclose  
include  
conclude

exclusive  
preclude  
recluse  
seclude  
cloister

**VONOC/VOKNOW** (call)

voice  
vocal  
provocative  
advocate  
equivocate  
vocation

convoke  
vociferous  
irrevocable  
evocative  
revoke

degrade  
downgrade  
aggressor  
digress  
transgress

abstain  
absolve  
abstemious  
abstract  
abdicate

subordinate  
sublime  
subtle  
subversive  
subterfuge

obstinate  
obliterate  
oblivious  
obsequious  
obfuscate

refraction  
refractory  
infracton  
infringe  
fractious

malodorous  
malefactor  
malevolent  
malediction  
maladroit

**GRESS/GRAD (step)**

progress  
regress  
retrogress  
retrograde  
gradual

abandon  
abhor  
abnormal  
abstract  
abdicate

submissive  
subsidiary  
subjugation  
subliminal  
subdue

**SUB (under)**

objective  
obsolete  
oblique  
obscure  
obstruct

**OB (against)**

fracture  
fraction  
fragment  
fragmentary  
fragile  
trail

**FRA/FRAC/FRAG (break)**

malicious  
malady  
dismal  
malfunction  
malign  
malcontent

**MAL (bad)**

**SEC/SEQ (follow)**

second  
sequel  
sequence  
consequence  
inconsequential

**PRO (much, for, a lot)**

prolific  
profuse  
propitious  
prodigious  
profligate

**QUE/QUIS (ask, seek)**

inquire  
question  
request  
quest  
query

**SACR/SAN/SECR (sacred)**

sacred  
sacrifice  
sanctuary  
sanctify  
sanction

**SCRIB/SCRIP (write)**

scribe  
describe  
script  
postscript  
prescribe

**PAS/PAT (feeling)**

apathy  
sympathy  
empathy  
antipathy  
passionate

**DIS/DI/DIF (not)**

dissonance  
discrepancy

execute

subsequent

prosecute

obsequious

prodigal

protracted

proclivity

propensity

prodigy

querulous

acquire

acquisitive

acquisition

exquisite

sacrosanct

consecrate

desecrate

execrable

sacrament

proscribe

ascribe

inscribe

circumscribe

compassion

compatible

dispassionate

impassive

dispassionate

disparate

**DIS/DI/DIF (not)**

disdain

dissuade

dismay

diffident

disparage

**CIRCUM (around)**

circumference

circulation

circumstance

circumnavigate

circuitous

circumscribe

circumvent

circumlocutory